

SCHOOL and COMMUNITY

VOL. XVIII.

SEPTEMBER for 1932.

No. 6

FRANCES
ELIZABETH
WILLARD
DAY
SEPTEMBER
28

HER FAVORITE
QUOTATION.



"My bark is wasted to the strand
By breath divine,
And on the helm there rests a hand
Other than mine."

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVIII

SEPTEMBER, 1932,

No. 6

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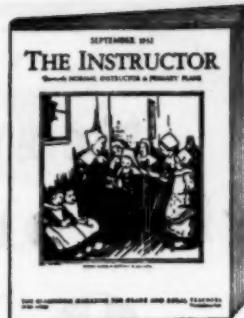
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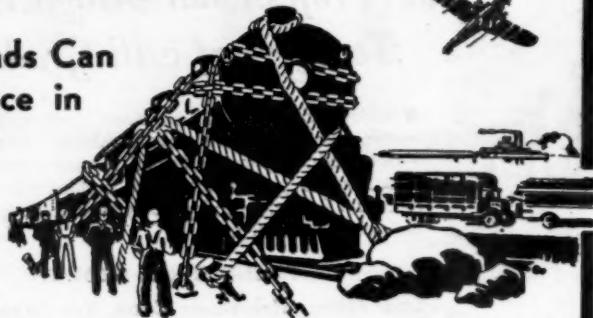
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[A Statement to the Public
by L. W. Baldwin, President
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29	63.56	52.63
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31	56.56	46.95
32	53.31	44.44
33	50.19	41.84
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41	29.53	25.38
42	27.46	23.64
43	25.47	22.03
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The School and Community

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SEPTEMBER,

1932

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THREE ARE MANY CRITERIA for the judging of a school, but there is one so fundamental, so intrinsic, and so absolute **THE CRITERIA OF HAPPINESS** that its absence makes the search for other marks of excellence unnecessary. That criterion is happiness.

The school low in this quality is worse than a poor school. It is a positively bad one. A school with a high quantity and quality of happiness is worth the highest price imaginable, and is worthy of every effort that has been or can be expended to make it such.

Happiness implies all the other criteria of the catalogue, though the others may be difficult to locate, tabulate and evaluate. Health and healthful surroundings are necessary. Physical comfort must be had. The orderly and conscious pursuit of worthwhile and attainable goals must be present. Cooperation must be to the minds of the pupils a real and ever present condition. Sympathetic and intelligent understanding of each pupil by the teacher is fundamental.

But the one outstanding and dominating characteristic of the school which at the same time makes and is made by the conditions named above is happiness. Happiness, first on the part of the teacher; second, and as a result, on the part of the pupils.

There is no justifiable cause for crankiness, crossness, crabbedness, peevishness or perversity on the part of the teacher. Where these characteristics exist in the teacher the purpose of the school is defeated. It is

true that many influences over which the teacher has no apparent control enter into the picture and that blame can conceivably be shifted from the teacher to others, but the fact remains the teacher must be happy if she functions as a teacher should. For her to be so is her first duty. That her happiness be made possible is therefore the primary obligation of society, of the school board and of administrative officers.

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"A well insured people is a well protected people. A well insured people is a well invested people. A well invested people is a contented and a happy people. A contented and a happy people is a people in the best possible mood to make progress for themselves and to contribute to the progress, the happiness and the peace of the whole world,"

and this statement is even more in accordance with our belief when the word "teacher" is substituted for "people."

THE READING of Professor Pauline Humphreys' article on page 243 should impress all teachers with the value of renewing at once their membership in the Missouri State Teachers Association. Only a few each year need any reminder of this obligation that each teacher bears to the profession, but it is this few that ever keep the Association from the coveted "100% everywhere."

Not during the lives of most teachers now active has there been a more determined assault upon progress in education. As a consequence the need for solidarity in the ranks of the friends of education is unusually eminent.

Reduced salaries, increased responsibility make neglect of this duty easier, but to those who reflect that each teacher is better off by at least fifty times the cost of her membership because of the recent work of the Association, the sense of duty more than offsets the tendency to neglect.

Is Your School Honoring Our Flag?

GILBERT LAY.

I AM NO LONGER a young man, and the sight of a bright American flag has always been a thrilling sight to me, but in the matter of requiring a flag to be flown over every school house during the session, have we not overdone the thing? Have we not defeated the very purpose we sought to accomplish? I suppose the intention of the law was to imbue our children with a spirit of patriotism. Is it doing it? There is an old proverb which says "Familiarity breeds contempt." A short time ago I visited the closing exercises of a First Class High School. When I reached the house I stopped out in front to take a survey of the campus and general surroundings. I noticed a pole some 20 feet high set up on the campus and from the top of it was suspended what looked like an old black rag. I asked myself "What is the meaning of that thing?" Directly a breeze stirred it a bit, and I saw a star or two on the

part next the pole and discovered it to be what had been an American flag, or rather a part of one. I suppose the flag had been put there last fall at the beginning of school, and there it had hung in all kinds of weather, begrimed by dust and coal smoke, whipped by the winds and carried away piecemeal, till only a remnant remained, and it so soiled by the elements that it was at first unrecognizable. The feeling it inspired in me was anything but a thrill of patriotism. I wondered what effect on the child mind that flag, daily becoming more and more grimy, more and more faded, more and more frayed by the winds, till only a soiled remnant remained, had been. I fear the old proverb quoted above has proven true. It is alright for each school to have a flag, and to display it on all gala or special occasions, but if this is a typical condition—I would prefer a modification of the law.

OUR COUNTRY'S FLAG

"We pluck'd its stars on Freedom's night,
From Heavenly constellations bright,
Took from the skies their azure hue,
To form its ample field of blue."

Chorus—

Flag of the Free, its folds unfurld,
O'er fair Columbia, o'er the world,
Shall wave majestic near and far,
At home, abroad, in peace and war.

"The stripes of red the rainbow gave,
To deck the ensign of the brave;
We borrowed from the Milky-way,
Its snowy bars of brilliant ray."

Chorus—

"The stars of Heaven, the stripes of Earth,
Were blended in its august birth,
And every fold, from hem to hem,
Flash'd bright as Freedom's fairest gem."

Chorus—

Ambition

*"Because mine eyes were lifted high,
I lost what I had won:
I might have loved the moon,
Had I never seen the sun."*

AMBITION is the normal allotment of every boy and girl. He or she wants to attain, to be, to have. The Latin progenitor of the word "ambition" meant the going about in solicitation of votes to elect one's self to office. Its present connotation, while much broader, still contains some of its original meaning even when applied to children for the child is an inveterate searcher for satisfying experiences.

The child is in school because of ambition. Society has an ambition to make progress toward a better condition. The school is a part of its mechanism to bring about this progress. Parents have an ambition to project themselves into the future and they seek through schools to equip and develop their children for a better and more effective life than they have been able to live. Children themselves, generally, believe that the school has something which will help them in the search for the good life.

Society has expressed its belief in education by providing the mechanics of schools: buildings, equipment, courses of study, teachers and the whole legal organization thru which

schools are carried on. Teachers have trained themselves, through the means provided by society for this training. The child comes to school blindly trusting in the teacher. The whole ambition of society, parents and pupils rests finally on the teacher's attitude, enthusiasm, vision, ability and ambition for the child.

We can assume that the teacher has the skill to teach, that's what her years of training is supposed to have produced. Tools she has in books and laboratory. Material is at hand, the boys and girls. But the vision, the imagination, the ambition may not be there. Does she know what she is going to make? With her skill, her tools, her material, does she have in her mind a picture of the

finished product?

The child looks with wide inquiring eyes into the teacher's face and asks, "What will my job be out in the wide world when school days are over?" And the answer to this ambitious yearning of youth is not complete when the teacher says, "You must read, and write, and cipher;" nor enough when "farm, and cook, and sew, and build," are added. It



is not sufficient even when the whole category of trades and professions is appended to the answer. The times are forcing teachers to say in addition to the above things and with even more emphasis.

"My child, your job is to see that justice is done to your fellowmen.

"Your job is to see that men are worth more than money and that they are treated as being worth more.

"Your work will be the reorganization of society on the basis of the common good rather than on the foundation of individual greed.

"Your work will be to love your country so well that you will not be willing to see her do an injustice to other countries.

"Your task will be to lift up your heart and thus help in the lifting up of the hearts of all mankind.

"Your job is to keep your body strong and free from the diseases of sin, for you are to be the parents of all the billions yet to be.

"Your job will be a continuation of the work begun by Washington, by

Horace Mann, by Lincoln, by Roosevelt, by Wilson and the hundreds who have had the courage to take a step forward for the progress of the whole people."

The ambition of your pupils must be of stern stuff and laid on higher grounds than selfish advantage.

Teachers, let us hope, we are this year attacking our problem of instilling and re-forming the ambitions of our pupils with the philosophy expressed by Browning:

"What I aspir'd to be
And was not comforts me."

Let us work knowing that not all of our goals will be reached, but believing with Wordsworth that

"Earthly fame is fortune's frail
dependent,
But there lives a Judge
Who as man claims, by merit,
gives,
To whose all pondering mind
A noble aim, faithfully kept,
Is as a noble need:
In whose pure sight
All virtue doth succeed."

HOW TO DO AN ERRAND WELL

By Isabel Leighton Hull

Dewey Kindergarten, St. Louis, Mo.

*Lovingly dedicated to all the children
who love to "help Teacher"*

How to do an errand well
I, surely, am the one to tell.
Through all my life, my feet have run
On errands bent from sun to sun.
So I should say—first, learn to make
Quick time on every trip you take,
Be sure you know the errand right
Then speed away with all your might.
Do it, as if your very own.
That always is the best way known.
Nor pause, nor linger till it's done.
To do it soon is half the fun.
Put heart and mind in doing well.
And—that is all there is to tell!

Ten Commandments for the High School Teacher of the Social Sciences

1. Thou shalt realize that the teacher has a mission, not just a job.
2. Thou shalt teach the child, not the subject.
3. Thou shalt use the data of the various social sciences as a means of inculcating a philosophy of life.
4. Thou shalt emphasize development of proper attitudes of mind rather than acquisition of facts or techniques.
5. Thou shalt teach that truth through investigation is the destroyer of prejudice, the developer of an open mind.
6. Thou shalt show that social science data is in the making in the present, as well as in the past.
7. Thou shalt teach ideals of youth in their social relations, and that these ideals are the precursors for the inspiration of manhood.
8. Thou shalt teach that social justice is a higher goal than individual wealth.
9. Thou shalt teach that the will of the majority determines legislation in a democracy; that, therefore, obedience to law is greater than individual liberty--that "personal liberty ends where public injury begins".
10. Thou shalt develop respect for thy profession, through showing love for it, joy and pride in it, and fearlessness in pursuing it.

H. R. Tucker,
Cleveland High School
St. Louis, Mo.

The M. S. T. A's Work as seen by Educational Authorities

The following paragraphs are copied from pages 278-282 of THE TEACHER AND SECONDARY-SCHOOL ADMINISTRATION, a book by Carpenter and Rufi.

“THE WORK of the Missouri State Teachers Association may be cited as an example of what may be accomplished by a live state organization working under sane but vigorous leadership. The following achievements and activities are among the many which may be credited to this organization up to the present time (1930).

“1. It has actively sponsored progressive educational legislation and can consistently claim credit for the laws providing county school supervision, free textbooks, state normal schools (now state teachers colleges), consolidated schools, state aid to weak districts, compulsory attendance, county attendance officers, health instruction and physical education, vocational training, teacher-training in high schools, state supervision of rural schools and high schools, minimum length of terms, increased teacher qualifications and assessment of property at its real value.

“2. It maintains a number of strong committees which work on such problems as teachers' salaries and tenure, sources of larger revenue, legislation, professional standards and ethics, and practical citizenship.

“3. It co-operated with the state department of education in formulating a course of study for elementary schools and a course of study for junior and senior high schools. The association aided in these projects by furnishing a corps of experts and by financing the work.

“4. It has carried on a number of intensive surveys of education throughout the state and, through these, secured invaluable data which it has brought before the general assembly of the state. These studies are financed by the association.

“5. It publishes an educational magazine, **School and Community**, which goes to every member of the association.

“6. Through its own efforts it has financed, planned, and constructed a splendid, commodious building, which it owns without encumbrance and which serves as headquarters for its many activities.

“7. Through arrangements it has made, group insurance can now be secured by all teachers within the state. This is available at a rate considerably less than that usually charged for insurance issued upon an individual basis.

“8. It has systematically sponsored state and district conventions for those engaged in educational work. To these meetings it has brought leaders of national and international reputation.

“9. Under its direction and through its efforts the State Pupils Reading Circle was established and is now operating as one of its departments. Through this department a very large number of elementary-grade supplementary books are distributed each year at very reasonable prices to the districts and teachers of the state.

“10. It has consistently and aggressively stood for a higher plane of professional ethics, a more equitable distribution of the responsibility for school support, better physical conditions, provision for the comfort of superannuated teachers, and equal educational opportunities for 'all the children of all the people.' ”

Secretary Carter Sees Strong Trend Toward "100 per cent Everywhere."

REPORTS COMING to the office of the Missouri State Teachers Association from counties in all parts of the State indicate a high enrollment and show that the teachers are strongly supporting their organization. The following statements from a list of representative counties indicate a strong trend to the "100% everywhere" goal.

"We hope to reach 100% at an early date."
 "We want 100%."
 "We shall try our best to reach 100% this year."
 "Our county is going to do her best to maintain her good record of 100%."
 "We are always 100%."
 "By September 1 we hope to have 100%."
 "Will try to have 100% by October 20."
 "For four consecutive years first to reach the distinguished 100% class."
 "October 15, 1932."
 "We expect to reach 100% by district meeting."
 "We plan to have 100% enrollment."
 "Expect to have 100% by September 15."
 "Hope to have 100% by September 1."
 "We hope to go over the top."
 "Plan on 100% by September 1 at the latest."
 "Will be 100% plus."
 "100% if possible by October 1."
 "Hope for 100% by middle of September."
 "Most teachers will enroll at the teachers meeting. Others will early in September."

"Will be 100%."
 "We should be about 100% by September 15."
 "Will be 100% soon."
 "We hope for 100% by October 1, 1932."
 "Our county plans 100% as it has in the last six years."
 "100% soon."
 "Has been 100% for several years—see no need of change in enrollment."
 "Expect to have 100% before the close of the first month of school."
 "Should reach 100% by Nov. 1. Expect to attain this without doubt this year."
 "Our teachers take pride in always making their county 100% in the M. S. T. A."
 "Expect to complete enrollment by September 10."
 "Will try for 100% by August 31."
 "We expect to go over 100% by very early date."
 "This county has been 100% for four years. We expect the same thing this year."
 "October 1 is the 100% date."
 "This county in North Missouri will be 100% August 25."
 "Expect 100% by October."
 "Trying for 100% in my county."
 "Will be 100%."
 "100% by November 1."
 "100% by September 10."
 "May complete 100% by October 1."
 "Hope for 100% by September 20."
 "Look for 100% by October 1."
 "Enrollment coming in fine."
 "Hope to have all enrolled by the Kirksville meeting."

OUR HOPE—INCREASED MAINTENANCE OF EDUCATION

THE TEACHERS OF AMERICA alone can give a permanent answer to the present crisis without revolution or drastic social and industrial changes.

But what do the politicians say and do? They try to solve this difficulty by saving expenses. They cut down the salaries of school teachers who dare not protest. They close schools. They drop special teachers. They combine classes. They strike at the one group in the land that could teach the country how to avoid—how to survive such a crisis—how to order life, by proper organization so that American standards may be maintained and elevated with each generation.

The hope of America in this crisis is the increased maintenance of Education. There is no price too high to pay for Education. There is no penalty too great to pay for ignorance.—Aaron Sapiro.

District Association Meetings

Northeast Missouri Teachers Association:

Kirksville, October 20-21.

Officers

President, Stanley Hayden, Kahoka; 1st Vice-President, Lucy Simmons, Kirksville; 2nd Vice-President, L. V. Crookshank, Brookfield; Secretary-Treasurer, L. A. Eubank, Kirksville. **Executive Committee:** J. V. Minor, Huntsville; E. T. Miller, Hannibal; D. H. Martin, Salisbury; W. F. Hupe, Montgomery City.

Central Missouri Teachers Association:

Warrensburg, October 20-21.

Officers

President, Arthur Lee, Clinton; 1st Vice-President, Ray T. Evans, Osceola; Secretary, Fred Urban, Warrensburg; Treasurer, G. E. Hoover, Warrensburg. **Executive Committee:** Arthur Lee, Clinton; Ray T. Evans, Osceola; Fred W. Urban, Warrensburg.

Southeast Missouri Teachers Association:

Cape Girardeau, October 20-21.

Officers

President, E. T. Foard, Doniphan; 1st Vice-President, Fred Cole, Potosi; 2nd Vice-President, Walter Webb, Thomasville; Secretary-Treasurer, L. H. Strunk, Cape Girardeau. **Executive Committee:** C. E. Burton, Piedmont; George D. Englehart, Matthews; A. C. Magill, Cape Girardeau.

Southwest Missouri Teachers Association:

Springfield, October 20-21-22.

Officers

President, Charles F. Boyd, Ozark; 1st

Vice-President, Walter Bass, Pleasant Hope; 2nd Vice-President, J. Byron Remington, Golden City; Secretary-Treasurer, C. W. Parker, Ozark. **Executive Committee:** Charles F. Boyd, Ozark; Howard Butcher, Pierce City; E. E. Neely, Springfield; Irvin F. Coyle, Galena; Ray Hailey, Ava.

Northwest Missouri Teachers Association:

Maryville, October 20-21.

Officers

President, Francis L. Skaith, Gower; 1st Vice-President, Cecil Jenkins, Savannah; 2nd Vice-President, E. F. Allison, Plattsburg; 3rd Vice-President, L. Blanche Templeton, Rock Port; Secretary, Bert Cooper, Maryville; Treasurer, Hubert Garrett. **Executive Committee:** Francis L. Skaith, Gower; Cecil Jenkins, Savannah; E. F. Allison, Plattsburg; L. Blanche Templeton, Rock Port; Bert Cooper, Maryville; Treasurer, Hubert Garrett.

South-Central Missouri Teachers Association:

Rolla, October 20-21.

Officers

President, J. H. Trippe, Richland; 1st Vice-President, C. E. Vaughan, Owenville; 2nd Vice-President, Forest L. Duniain, Houston; 3rd Vice-President, A. E. Webber, Sligo; Secretary-Treasurer, B. P. Lewis, Rolla. **Executive Committee:** Jessie Via, Rolla; Mrs. Jessie McCully, Dixon; J. F. Hodge, St. James; Clyde Miller, Crocker.

TRAINING FOR LEISURE

IN THE CHARACTER TRAINING of tomorrow the management of our leisure is almost more important than the direction of our work. With our mechanical improvements the lengthening of leisure is a certainty. The artisan or farmer of an earlier time wanted rest and quiet after his twelve- or fourteen-hour day; but the modern office or factory worker wants activity, excitement, entertainment. This creates a more difficult moral problem than our forefathers faced. And in the solution of this the modern home can not be counted on for much help. Hence the school, the church, and the community must provide wholesome recreational activities not only for youth but for adults as well.—Ralph W. Sockman, Minister of the Madison Avenue M. E. Church, New York City.

Is High School Education Free?

A. L. DAILEY, Prin. Lafayette Junior-Senior H. S., St. Joseph, Mo.

IN AMERICA it is traditional that education is free in the public schools and compared with other countries this is true. The local community and the State provide elementary and high schools for those who will attend. The state provides normal schools, teachers' colleges, agricultural and mining schools and universities free to all who pay a nominal incidental fee.

Yet the question of the cost of education to the individual continually recurs. Is it possible for the boy with no weekly allowance from his father to attend high school? Costs of school activities beyond the regular class work are continually before the conscientious principal who can remember the struggles incident to his own early education.

In our school a survey was directed by the principal and conducted by an industrious senior boy to determine the amount of money that came into the hands of high school seniors and juniors, whence it came and what became of it. The young man set up the questions, tabulated the data and wrote the conclusions.

No precaution was spared to get honest and correct answers. The writing of the answers was conducted by the principal with each class separately. Questionnaires were distributed with the explanation that they were not to be signed or marked in any way for identification. It was explained that the purpose of the questionnaire was to determine just what is the necessary expense of attending high school. The students were told that school expense has kept many young men and women from attending high school. Any student was given an opportunity to return the blank unanswered and a student was appointed to make the collection. Each student ap-

peared to be willing to cooperate. Checking revealed no foolish or unreasonable answers.

It was found that 79 seniors spent an average of \$53.25 for club dues, books, lunch and other minor expense. The average amount for each of 105 juniors was \$45.48.

It was found that the 184 students earned \$19,766.72, or an average of \$107.42 per student. Only 26 juniors worked during the period but they earned an average of \$96.52 each for the entire class of 105. Only 38 seniors worked during the school year and 48 worked during the summer but they earned an average of \$119.37 for each of the 79 seniors reporting. Those who worked in each class earned twice as much as the school expense of all of both classes.

Bank accounts were reported by 68. They had saved \$10,568.25 during their lives and of this \$4,507.75 was during the last year.

Nineteen students received an average allowance of \$1.97 per week. It was reported twelve boys spent an average of 53 cents per week for cigarettes and twenty-one girls spent an average of 31 cents per week for cosmetics.

The time has come when students should be taught to budget their money because it is a very important part of their training. This can be done by encouraging the keeping of a weekly budget by all. The arithmetic class could be interested in connection with study of savings. Bookkeeping classes may be given such a project as a part of regular class work. Our school has a Home Management class in which girls plan very definitely for the equipment and management of a home on a given salary.

WITHOUT MONEY enough to go round, school executives have been forced to realize that they are a part of a government which they must understand.—Thomas H. Reed, Professor of Political Science, University of Michigan.

Some of the Achievements of the Missouri State Teachers Association

Pauline A. Humphreys, Head of Department of Education, Central Missouri State Teachers College, Warrensburg.

A VICE-PRESIDENT OF any organization is never taken seriously by anyone but himself. True to form, when I was elected First Vice-President of the Missouri State Teachers Association, I looked about to find what duties were assigned to this important office. Failing to find any prescribed task, I began looking for something to do. Finding nothing because our efficient Executive Secretary and Executive Committeemen carry the burdens of the Association, I assigned myself the task of learning what State Teachers Associations elsewhere are doing and how the Missouri State Teachers Association measures up with the most progressive associations in the country. I have been gratified to learn that our organization makes a most creditable showing, a showing of which we should be proud. After

we have taken stock, we will surely heed the admonition that Paul gave to the Thessalonians, "Hold fast that which is good," (I. Thes. Ch. V.,—21).

Since the first State teachers association was organized in 1847, they have passed through four fairly distinct periods of development. The first, the pioneer stage, was informal in character. The State Department of Education usually called the meetings and led the discussions with no well defined plan of procedure and no continuity from year to year. The second stage, marked by an increased interest on the part of teachers, the holding of annual meetings, and the effecting of a rather definite scheme of organization, may be called the Stage of Development.

The third stage has for its characteristic features a greater degree of unity, an increased interest in school legislation, a

Rather than adopt the narrow-visioned policy already adopted by those unable to see beyond the present time of adversity, let us keep before us the necessity of being drawn more closely together and unified in a professional solidarity to strengthen our faith and to accept the challenge that the present crisis has made to us to work vigorously to support our constructive educational program and defend what the profession has accomplished. In the words of President Hoover, "We must not lose ground in education. That is neither economy nor good government." Roger Babson, the statistical expert, says, "You owe it to your profession to stand fast for essentials." Paul said, "Hold fast that which is good."

better organized body of teachers and better programs at the annual meetings. The distinguishing features of the fourth stage are a full time executive secretary, a central office, an official journal, an affiliation of sectional associations, a governing body with well defined duties, and incorporation. As can be seen, the Missouri State Teachers Association evolved to the fourth stage of development some time ago.

I wish to mention certain of our achievements. First, ours is one of seven States to own its own central office. The Missouri State Teachers Association financed, planned and constructed a commodious building, excelled by none in the country, which serves as headquarters for its many and varied activities. The six other states that own their headquarters

a r e, Pennsylvania,

Michigan, Kansas, West Virginia, Louisiana, and South Carolina. No central office has the beautiful surroundings that ours has. Located at Columbia on a lot adjoining the campus of the State University, it may be looked upon with pride because of its architectural beauty, its artistic landscape, and its general atmosphere of culture and learning. Some State Associations house their offices in hotels, apartment houses, dwellings, store buildings, and one has established headquarters in an old church. Considered from the point of view of the area in square feet of office space our association has the largest central office in the United States. The area of office space varies from 200 square feet (10x20 feet) to 9,000 square feet. Our offices have been equipped at a moderate cost—\$4,000, which is the median for states that own their own plant.

Kansas has spent two times as much as Missouri has to equip her offices, Pennsylvania three times as much as Missouri and Michigan saw fit to make an outlay of almost four times as much for office equipment.

Our official journal, *School and Community*, ranks eighth in circulation among the thirty-two published by state teachers associations. Nearly twenty-five thousand copies of *School and Community* per issue insures that more than ninety-five percent of the teachers of the state read at least one educational magazine each month. The states in which the circulation of the official organ is circulated in larger numbers are, California, Illinois, Michigan, New York, Ohio, Pennsylvania, and Texas. The data are insufficient to make any generalizations because they ignore the teacher population of the several states. The median for all states is 15,000 copies per issue. Since seventy-five percent of the State associations distribute less than 20,000 copies per issue, we can, with modesty, place our association well up in the upper quartile in number of copies of its official publication published.

The marked increase in enrollment in our State Teachers Association is nothing less than phenomenal. In 1907 there were 665 or 3.7 per cent of the teacher population in the state enrolled in the State Teachers Association. In 1923, this number had increased more than twenty-five times the 1907 enrollment, numbering 16,786, or 74.9 per cent of the teacher population. In 1930 the number of members had reached 24,120 or 94.5 per cent of the entire teacher population of the state.

The Missouri State Teachers Association has set the pace not only for other state teachers associations but for the National Educational Association. I have it on good authority that three of the outstanding accomplishments of the Missouri State Teachers Association were realized before the National Educational Association had advanced to a comparable stage. In 1919 the Missouri State Teachers Association organized its Assembly of Delegates, in 1920 the N. E. A. effected the same type of organization. In 1920 the Missouri State Teachers Association published its own journal, in 1921, the *Journal of the Na-*

tional Educational Association came into existence.

In 1927 the Missouri State Teachers Association erected its own building. In 1930, the N. E. A. erected at Washington, D. C., its first building.

What has been mentioned thus far may be thought of as some of the more tangible achievements of the association. Let us consider some of the more intangible and more worthwhile activities in which our association has participated. As Carpenter and Rufi summarizes them, they are:

1. It has actively sponsored progressive legislation and can consistently claim credit for the laws providing for county school supervision, free text-books, state teachers colleges, consolidated schools, state aid to weak districts, compulsory attendance, county attendance officers, health instruction and physical education, vocational training, teacher-training in high schools, state supervision of rural schools and high schools, minimum length of school term, increased teacher qualifications, and assessment of property at its real value.

2. It cooperated with the State Department of Education in the formulation of a course of study for elementary schools and a course of study for junior and senior high schools. The Association aided in these projects by furnishing a corps of experts and by financing the work.

3. It has carried on a number of intensive surveys of education throughout the state and, through these, secured invaluable data which it has brought before the General Assembly of the State. These studies are financed by the Association.

4. Under its direction and through its efforts the State Pupils Reading Circle was established and is now operating as one of its departments. Through this department a very large number of elementary grade supplementary books are distributed each year at very reasonable prices to the districts and teachers of the State.

5. It has consistently and aggressively stood for a higher plane of professional ethics, a more equitable distribution of the responsibility for school support, better physical conditions, provision for the

comfort of superannuated teachers, and equal educational opportunities for all of the children of all of the people.

The organization work of the Missouri State Teachers Association is fairly well completed. As nearly as can be found out every member is an active and satisfied participant in the association. Being a member of the community association and receiving the School and Community each month has put to flight the feeling that the association is run in an arbitrary fashion by a few members.

Many other features of the Association might be mentioned but enough has been said to show that it has grown to its present proportions only because of the well formulated policies of its leaders and the devoted services of those long in the profession. Young teachers should reflect upon these attainments and give thanks

for such a heritage, and "Hold fast that which is good."

Rather than adopt the narrow-visioned policy already adopted by those unable to see beyond the present time of adversity, let us keep before us the necessity of being drawn more closely together and unified in a professional solidarity to strengthen our faith and to accept the challenge that the present crisis has made to us to work vigorously to support our constructive educational program and defend what the profession has accomplished. In the words of President Hoover, "We must not lose ground in education. That is neither economy or good government." Roger Babson, the statistical expert, says, "You owe it to your profession to stand fast for essentials," Paul said, "Hold fast that which is good."

ALL-STATE ORCHESTRA

**Superintendents—Supervisors of Music
Take Notice!**

Professor Paul R. Utt, Director of Music, Central Missouri Teachers College at Warrensburg, will have charge of the All-State Orchestra at the Kansas City Convention of the M. S. T. A. this year.

Professor Utt wishes to urge all the superintendents of schools and music supervisors, who have not already done so, to send to him a list of the players at once. He hopes to have all the players selected by September 25th at which time he will distribute the parts.

The program this year will be made up of

1. Symphony No. 11—"Military" - - - - - Haydn
Adagio—Allegro
Allegretto
Menuetto—Moderato
Finale—Presto
2. Suite from the Days of George Washington - - - - - Schmidt

Public School Transportation In Missouri

By CHARLES C. CROSSWHITE, State Department of Education.

APPROXIMATELY 15,000 school children were transported to and from Missouri public schools last year, 1931-32, at a total cost of \$320,444 according to records just completed and on file in the office of the State Superintendent of Schools.

In general, two plans of transportation were used. Under the Job law, 2,775 children were transported at a total cost of \$92,986 to the state. These figures are included in the foregoing paragraph and represent high school pupils transported from rural school districts to adjacent high school districts. This type of transportation will be practically non-existent next year, but transportation will be provided for the majority of these pupils in compliance with the provisions of the new school law which legalizes transportation across district lines.

A large part of the transportation last year was within the school districts. Shortly after the new school law took effect, September 14, 1931, a preliminary survey was made of schools in the State which were providing school transportation within the district. Through the courtesy of G. V. Bradshaw, Superintendent of Schools, Senath, Missouri, and E. F. Allison, Superintendent-elect, Hamilton, Missouri, the data from the survey were compiled and made available.

Their report shows an estimated total of 12,225 children transported at an estimated total cost of \$227,458 to the school districts. This cost does not represent the transportation reimbursement, but does show what 114 school districts were spending for transportation. Quite a number of schools began transporting pupils later so this number will be increased somewhat in the final report.

Transportation in Missouri is in its infancy. The various reports sent in by the school districts contained many inaccuracies, but the figures are valuable because they indicate the widespread interest in public school transportation.

The average Missouri school engaged in transportation last year operated buses three or four routes. A total of 404 different routes were reported from 114 schools. Approximately thirty-five per cent of these routes were not more than five miles in length one way and seventy-one per cent of them did not exceed ten miles



This type of bus recently purchased by the school district at Winigan, in Sullivan County, insures the maximum of safety comfort and efficiency.—Ed.

in length one way. Only one school reported as much as twenty-eight miles with three others reporting twenty-six miles each. Twenty-five buses made two routes per day.

Apparently few routes followed the main highways. Only twenty-one routes reported no dirt mileage, while 217 reported no pavement or gravel, and forty others reported surfaced road mileage of one mile or less. Three routes had as much as twenty miles of gravel and one reported seventeen miles of pavement. Approximately sixty per cent of the total mileage was over dirt roads.

The total number of vehicles reported was 382. Of this number, 216 were motor buses, 113 wagons and fifty-three automobiles. It will be seen from this that the automobile has not completely replaced the horse, as nearly thirty per cent of these vehicles were horse-drawn. The horse-drawn vehicles were used where the condition of the roads made the use of motor vehicle unsatisfactory for daily use.

Reports were made on 378 drivers and, of this group, nine or less than three per cent were females. The ages of the drivers in this group show the youngest driver to

be thirteen years of age and the oldest seventy-two years of age.

The median age was thirty-seven plus. Thirty drivers were of legal school age. The four under sixteen years of age were drivers of horse-drawn vehicles.

Fifty-four drivers were not required to give bond although several of them were under contract. Of those giving bonds, the most frequent amounts were \$250 and \$500. A goodly number required \$1,000 bonds and one school required \$300,000 on each of three drivers. In a few instances drivers were penalized per diem for failure to perform their duties.

TABLE I
Bonding of 322 Drivers

Amount of Bond	\$0.00	\$250	\$251-\$500	\$501-750	\$751-\$1,000	\$1,001+
Numbers of Drivers	54	84	105	8	28	

The salaries of drivers of district-owned buses ranged from \$8 to \$140, yet only thirteen of the 121 drivers were reported as receiving more than \$50. One driver of a district-owned motor bus received \$100 per month and another received \$140 per month, but in each instance they had other duties assigned them during the school day. Strict accounting would require that payment for other duties be charged off the transportation costs.

Salaries paid to contractors were higher than those paid to drivers of school-owned vehicles. Most of the wagon drivers received salaries ranging from \$30 to \$50, while the motor bus drivers received between \$80 and \$100.

Salaries were far more uniform when the rental factor was omitted.

The type of vehicle used varied widely. Out of 216 bus bodies reported, 107 were of local manufacture and seventy-nine were classed as miscellaneous since it was impossible to tell from some of the reports just what type of body was used.

Most buses were not heated. 250 buses used no heaters, sixty-three reported hot air heaters, fourteen, hot water, and seven, other types. A few of the wagons were heated with stoves.

The seating capacity varied greatly, running from five in some cars to fifty-five in the larger buses. 173 out of 363 vehicles had a seating capacity of twenty

pupils or less. Most of the buses had a seating capacity of twenty or more.

Table II.

Investment in Transportation Equipment.		
Amount invested in chassis	-----	\$117,640
Amount invested in bodies	-----	49,680
Amount invested in complete buses	-----	44,017
Total	-----	\$211,337

The amount in complete buses means when chassis and body were bought as a unit. The prices ranged from \$20 to \$3,000. There seemed to be three rather general groups of cost prices. The lowest included wagons and second-hand motor vehicles; the second included what are commonly known as popular-priced makes; while the third was higher and included at the top a Dodge costing \$3,000. Had the report been complete, the total would probably have been well over a quarter of a million dollars.

Table III.

Kind	Insurance.		Total
	Yes	No	
Liability	118	238	356
Property damage	65	281	346
Fire	96	254	350
Theft	73	279	352

Approximately one out of each three schools insured its children against injuries since 118 vehicles were covered by liability insurance and 238 were not. The largest coverage was \$300,000. The percentage against property damage is less. Sixty-five vehicles had property damage insurance and 254 did not. Ninety-six vehicles were insured against fire and seventy-three against theft.

The amount of premium ran as high as \$114 paid by one district for each of its two buses. In 147 cases, the cost of premiums was reported as being \$25 or less. This number included those which reported no insurance of any kind and those which had a small amount of insurance. The cost was reported as more than \$36 in 59 cases. These probably included those having large amounts of insurance and of all four kinds.

Table IV.

Greatest Distance Transported.		
No. transported	0-10 miles	324
No. transported	10.1-15 miles	37
No. transported	15.1-20 miles	5
No. transported	over 20 miles	6

In 324 out of 372 cases, no child had to ride more than ten miles, while six rode

more than 20 miles. The wagon routes were all short.

Table V.

Shortest Distance Transported.
No. transported 0-2 miles 274
No. transported 2.1-5 miles 91
No. transported 5.1-8 miles 11
No. transported over 8 miles 4

In 274 cases out of 380, the shortest distance that any pupil rode was less than two miles, while in only four cases was the minimum distance more than eight miles.

Table VIII.

Average Distance Transported.
No. transported 0-5 miles 294
No. transported 5.1-8 miles 41
No. transported 8.1-11 miles 7
No. transported over 11 miles 6

The average distance pupils were transported was less than five miles in 294 out of 348 routes reported, while only six reported an average of more than eleven miles. From these figures, it would seem that most children were on the vehicle much less than an hour.

Much information in this survey can not be included in this article. The final report on transportation in Missouri indicates a number of changes for the better. It should be remembered that this report is the first

of its kind that has been published in the State.

When the new school law begins to provide increased revenue for the schools, the transportation program in Missouri will soon be doubled, perhaps trebled. Last year, 1931-32, was our first year in which transportation reimbursement was provided. No doubt, during the next school year, 1932-33, twice the number of boys and girls will be transported as compared with 1931-32.

The most recent figures obtainable show that fourteen states spent more than \$1,000,000 each for public school transportation last year. 51,500 buses carried 1,585,000 children over 500,000 miles of route at an estimated total cost for the service of \$40,750,000.

Transportation is popular wherever tried. It offers the only answer for providing standard school advantages to the boys and girls in the rural sections of Missouri. Facts and figures on file for last year show the cost not to be excessive. In fact, it frequently saves money for the school district. Therefore, the conclusion is that the transportation of public school children should be encouraged whenever and wherever possible.

THE LABORATORY OWL

C. H. Nowlin.—

No more am I king of the hollow tree
I have joined a class in zoology,
No more shall I scour the woods at
night

To provide for the family appetite.
The mice no longer fear and run
But bedevil me now with their bitter
fun

They snigger and mockingly say, "To
whoo!"

We fear you not, Sir Bugaboo,
Tho once you feasted, when by chance
You caught our children or great,
great aunts,

But the taxidermist, a 'creweler'
bird,

Has trussed you up in a way absurd

And anchored you as he knows how
So you'll never return to your wid-
owed frau."

It is even so, as I sit and stare
At the frolicing gold fish over there,
They give me a withering glance, and
rail,

"How could *that* fish swim with such
a tail."

And the stupid snail guffaws in my
face
Saying, "My lord, let's run a race."
No more shall I sing, "To whit! To
whoo!"

To my fluffy mate in our rendezvous;
Farewell to the days of love and strife
I'm enrolled in a science class for life.

The Teacher's Part in Cornering Contagion

by

W. W. Bauer, M. D., Director,
Bureau of Health and Public Instruction,
American Medical Association.

THE OLD-FASHIONED WAY of avoiding epidemics was to run away from them. Ignorance of the nature of contagious diseases left no other choice; the reaction of running away was simply a manifestation of primitive fear. We still lack a good deal of complete knowledge about the contagious diseases, but the advance of bacteriology in the last sixty years has given us much information which our predecessors did not have. Correct use of this information enables us to proceed more intelligently against the communicable diseases. The school teacher, particularly, will find much value in a grasp of the underlying principles on which contagious disease control is based.

To begin with, it is not expected, nor is it desirable, that a teacher should be able to recognize or even to enumerate the symptoms of the individual communicable diseases. Diagnosis is the job of the doctor and, indeed, sometimes it is not the easiest matter even for a skilled and experienced physician to distinguish between the various acute communicable diseases of childhood. The basic facts which the teacher should know are very simple. There are only two of them. The first is that communicable disease is most likely to spread in the very earliest beginnings of the illness. That this is contrary to popular belief merely adds to the importance of having it firmly fixed in the mind of every teacher. The second principle is that communicable diseases in their earliest most contagious stage are likely to be obscure and difficult of recognition. Out of these basic facts grows the first rule of procedure which, likewise, is brief as well as simple and sensible. Here it is: Isolate first and investigate afterward.

Translated into action this rule means simply that all children who show any evidences of communicable disease ought to be isolated from other children until the nature of their illness has been ascertained. It should be particularly noted

that no effort is to be made by the teacher to identify a given contagious disease. In fact, we shall not even name them in this article. All that the teacher has to do is to observe signs which should be evident to any observant adult and whose recognition has nothing to do with a medical or even a nursing training.

The symptoms which indicate the immediate removal of a child from contact with its fellows are as follows:

Fever
Watery Eyes
Running Nose
Cough
Pain
Skin Eruption
Nausea, Vomiting or Diarrhea
Unusual Pallor or Flush
Abnormal Irritability or Lassitude
Abnormal Perversity or Sensitiveness

Any observant, well-trained teacher will have no difficulty once she has become acquainted with her pupils, in observing deviations from normal behavior in any one individual. Such deviations are likely to indicate oncoming illness. Oncoming illness in children is more than likely to be of a contagious nature. Prompt removal of such a child from classroom and playground contacts will greatly minimize the spread of disease from that source. Even if the illness proves to be non-communicable, the early isolation has, nevertheless, been of service. It has given the sick child early attention and, therefore, a better opportunity for recovery. It has confirmed in the minds of teachers, children and parents the principle of isolation pending investigation. If the illness does prove to be contagious, then the early isolation has increased by just that much the safety of potential contacts. It has shown by attendance studies that a great many short time exclusions will not equal or even approach the total time lost by just a few long quarantines.

The list of symptoms above is headed by the one which appears earliest—fever.

Many a child with a fever feels well and looks well for some time after the temperature begins to go up. It is, of course, neither feasible nor desirable to have the temperature of all children taken in every classroom every day. When, however, the first case of contagious disease occurs it is a splendid safeguard to have the temperature of the children taken each day thereafter and promptly to exclude all those with an elevation greater than one degree, in other words above 99.6°F.

The taking of temperatures can be turned over to the nursing service, where such exists, but there is no reason why teachers cannot learn to take temperatures. The equipment required is simple and not prohibitive in cost. Two dozen thermometers, two dozen test tubes and a test tube rack with two dozen places, plus a glass jar for cotton, a bottle of alcohol and one of soapsuds completes the equipment. A dozen thermometers will do in a pinch, but more time will be consumed in the procedure.

The technique is simple but exacting. The thermometers are cleansed with soapy water, followed by alcohol. A separate pledge of cotton is used for each solution on each thermometer, then the instruments are placed separately in tubes filled with 70% alcohol. The teacher begins at one corner of the classroom and places a thermometer in the mouth of each of the first twenty-four children wiping each thermometer with a clean pledge of cotton. Of course she instructs them first, in case they do not know how to handle a thermometer. By the time she has placed the last thermometer, the first one will be ready to read. Reading a thermometer must be learned by practice, but thousands of intelligent mothers can do it and there is no reason why teachers cannot do likewise. A physician or nurse can easily be found as an instructor.

Temperature readings of children are not recorded unless they involve exclusion, that is, unless they are more than a degree above normal. As each thermometer is read, it is wiped thoroughly with soapy solution and then with alcoholic solution and replaced in the test tube. By the time all of the thermometers have been read and replaced in the test tubes, they are ready to be placed in the mouths of

the second group of twenty-four children. Few classrooms have more than 48 children. After a little experience has been acquired, the whole procedure can be carried out during fifteen minutes, which can also be utilized as a quiet or study period. Application of this procedure in the experience of the writer has resulted in finding numerous cases of contagious disease in schoolrooms as much as seventy-two hours ahead of the appearance of symptoms other than fever. The value of this early discovery is obvious. Too much emphasis cannot be placed upon the importance of careful cleansing of the thermometer before it is used again, otherwise it may act as a mechanical vector for the spread of infection.

Early exclusion is not the only principle which the teacher needs to bear in mind. There arises, inevitably, the question of disinfection. Here the teacher must remember that communicable diseases are spread primarily by persons, not by things. It makes a grand impression of activity to scrub floors, windows, walls and desks after a case of communicable disease, but the effect of such a cleaning on the appearance of subsequent cases is negligible. It is the children who spread the disease and not the desk, blackboard, erasers, window blinds or lighting fixtures. Ordinary cleanliness in the classroom is all that is necessary. Books are not of particular importance, though perhaps the books which a sick child has been using may well be put out of circulation for two weeks or so in order that any infective organisms which may have deposited on them may have a chance to die. If a formaldehyde cabinet, such as libraries use for books, will add to the teacher's psychological comfort, there is no harm in using it, but such treatment is a matter of perfect indifference to germs. Fumigation is still held in high repute by the uninformed; popular opinion in a community may compel its employment. Experienced teachers soon recognize the advisability of meeting certain popular demands if to do so does not involve the sacrifice of principles. If fumigation is carried out in this spirit, it does no harm, but it should be clearly borne in mind that as a protection against the communicable diseases, fumigation is

now regarded as a sacrifice upon the altar of ignorance, an empty ceremonial, a meaningless ritual, and a bad odor.

The teacher has a better opportunity than any other individual in the community to corner the contagious diseases and keep them cornered. They will inevitably appear in every school, but there is no

reason why they should run through the school like wildfire. The firm application at the proper juncture of scientifically correct preventive measures, bolstered by good-natured but firm determination, will stop many an epidemic before it gets a good start.

A School Publicity Program for a Small H. S. District

By R. E. Ford, Illmo, Mo.

ASCHOOL PUBLICITY PROGRAM is necessary for the purpose of creating favorable public school sentiment in any community of today. It takes facts to move people. The patrons of every community are entitled to the privilege of being kept informed concerning the school. It is perhaps in the small high school community where schools suffer most because the public is not kept informed in the right way. In the present financial crisis every superintendent of schools should have clearly outlined a definite school publicity program. This is needed today as never before when the financial budget of almost every district in the state has been cut to the limit. The purpose of this brief article is to outline what I believe would be a workable plan in the small high school community. The New School Law which goes into full effect this year makes many changes in our school systems of which our people should be fully informed.

Some of these avenues of school publicity which have secured favorable results are discussed briefly below.

1. SCHOOL NOTES IN LOCAL NEWSPAPER: This method of keeping the public informed has been in existence for many years and has in many cases secured favorable results. School notes should be run in the columns of the local paper each week throughout the school year. One of two methods of handling these notes may be utilized. The superintendent of schools may write school notes for local paper each week or perhaps have them prepared by an English class of the high school under the supervision of the English teacher. These notes may cover all phases of school work and the activities of the school. Should an English class

be intrusted with this work, it should be closely supervised by some one capable of doing it.

2. RUNNING A SCHOOL PUBLICITY SLIDE EACH WEEK ON THE SCREEN AT THE LOCAL THEATER: This method will reach those who attend the theater. Important facts concerning the schools may be presented to the public in this way. Comparative studies that have been carefully worked out by the administration may be presented from time to time. This year particularly, certain information concerning financial studies of the schools should be presented to the general public. In order to reach all those who attend the theater the slides should not be changed more than once per week. A new slide each week. In most instances, the local moving picture operator will be more than willing to run these slides gratis. An inexpensive slide can be secured for 5c each for this purpose. These slides are typed on the typewriter and this is a good task to delegate to some member of the typewriting class to do each week.

3. SUPERINTENDENT OF SCHOOLS APPEARING BEFORE A LOCAL BUSINESS MENS' CLUB: This is a method that should not be neglected if such can be arranged. This class of men are usually those who are most anxious to be informed and are most easily reached. Some good subjects the superintendent may speak to the club on are: "Some Recent Trends In School Legislation," "Some Criticisms Of Modern Education," etc. The writer has used the method of taking with him as guests to the Rotary Club two or three high school boys and have them make short talks on certain phases of the school's work and needs. It has

met with excellent results. Similarly the students may make short talks before the Parent Teachers' Organization. Four minute talks may be made by students at the local theater.

4. SCHOOL EXHIBITS: Interesting school exhibits representing all departments of the school may be put on display in the school building which may be opened for observation by the general public in connection with programs at the school. School exhibits of school work and trophies won by the school may be put on exhibit down town where a class of people may be reached who do not attend the school activities at the school.

5. SCHOOL ASSEMBLIES: A planned assembly program may be arranged from time to time to which special invitation is extended to patrons to attend. If assembly programs are well planned I have found that many parents will attend these programs.

6. THE SCHOOL NEWSPAPER: This

can be made a good means of getting certain information before the public. The superintendent should have a column reserved in each issue of the paper. The school paper should be closely supervised by someone capable of doing so and see that as few errors appear as possible. The paper may be printed by the local newspaper man or it can be run off on a mimeograph or duplicating machine at very little cost. When this method of printing the paper is used, a copy may be placed in every home in the district perhaps free of charge.

While the above avenues of information are not all the ones which may be used to keep our school public informed, they are methods which may be profitably made use of in a high school of one hundred or more high school enrollment. There should be a continuous publicity policy used in every school community. The methods discussed above may be used for such a continuous school publicity policy.

Safeguarding Local School Funds In Missouri

H. L. FLEETWOOD
G. D. RICHARDSON

THE DIFFICULTIES involved in securing the necessary protection for current school funds have become a very perplexing problem for many boards of education in Missouri. Being limited by definite statutory provisions with respect to the conditions under which a depository may be selected and designated, many boards have found themselves charged with a responsibility which they have been unable to meet. Full compliance with the statutes has become almost impossible because of economic and other conditions over which the boards have little or no control. Consequently, the question has been raised in all parts of the state: how shall boards of education proceed in order to provide the necessary protection for their local school funds?

A study has recently been made of the various phases of this problem for the purpose of ascertaining certain facts which may be of value in arriving at a solution to this very important question. In order

to better understand the present situation, data were obtained from seventy-eight city, town, and consolidated schools in various parts of the state concerning the manner in which the situation is being met at the present time. The second part of the study concerned itself with the numerous court decisions which interpret the statutes relating to the bonding of the local school treasurer, and the designating and bonding of depositories. From a study of these facts certain conclusions may be drawn which may be of value to boards of education and school administrators in determining a course of procedure which will insure the safety of school funds.

It is impossible to include more than the following brief summary of conditions as they were found to exist in the seventy-eight districts included in the study:

1. More than one-third of the seventy-eight representative districts do not have a bonded school treasurer.

2. The treasurers are bonded more frequently by personal bonds than by commercial surety bonds.

3. The funds of forty-eight of the districts are deposited in banks which have been designated for that purpose by the boards of education, but not more than thirteen of these depositories have been designated in compliance with the provisions of the statutes.

4. The funds of fourteen of the districts are deposited in banks which are located outside of the districts, and the funds of three of the districts are deposited in banks which are outside of the counties in which the districts are located.

5. The median rate of interest paid by depositories on daily balances was found to be two per cent, but sixty-one out of seventy-five banks paid no interest at all on daily balances.

6. Only three districts have their funds designated as a special deposit.

7. Four-fifths of the districts reporting do not have their depositories bonded.

Boards of education of city, town, and consolidated school districts are required by statutes to designate depositories for their school funds. The essential steps in the procedure are as follows:

1. Advertise for bids at least twenty days before the second Monday in July.

2. Open bids and select a depository on the second Monday of July.

3. Require the depository to execute a satisfactory bond within ten days after the date of selection.

4. Approve and accept the bond if it is satisfactory. (Such approval and acceptance should be noted in the minutes.)

5. Transfer the funds to the new depository.

6. Repeat the procedure of selecting a depository on the second Monday of July in each odd-numbered year.

In those cases where boards of education fail to comply with the provisions of the statutes because of their inability to obtain a proper bond to secure the deposits, or for other reasons, the important question is: if the depository should become insolvent, what basis has the board of education for a claim for preference on its funds? There have been numerous court decisions which involve this and related issues, some of which are briefly summarized here.

A school board must advertise for bids before it may legally designate any bank or trust company a depository for its funds.¹

A school board may designate a depository only for the period of time fixed by the statutes (two years or less).²

A bank or trust company can have a legal title to school funds only when it has been designated a depository in accordance with the provisions of the statutes, and, unless it has been so designated, it becomes a trustee for such funds.³

When "public funds are wrongfully or illegally deposited in a bank having knowledge of the public character of such funds, they are impressed with a trust and entitled to preference, provided the funds can be traced or the assets of the bank have thereby increased."⁴

A bank does not become a depository merely by designation but it must qualify by giving security.⁵

Deposits of school money received by a bank without giving bond must be held as a trust fund payable out of the assets of the bank as a preferred claim.⁶

The local treasurer is not required to deposit the funds of the district in a bank designated by the board of education unless such bank has been designated "in substantial compliance with the statutes."⁷

It follows from the foregoing principles that a bank or trust company does not become a legally designated depository unless (1) the board has advertised for bids, and (2) unless the depository has been designated within the period prescribed by the statutes, and (3) unless the depository has given the required security. Hence, when a depository becomes insolvent, the school district is entitled to preference on its funds unless the board of

¹ School District of Cameron v. Cameron Trust Company.

² Ibid.

³ Ibid.

⁴ Clearmont School District v. Jackson Bank of Clearmont et al., 37 S. W. 2d 1006.

⁵ Consolidated School District No. 4 of Texas County v. Citizens Savings Bank of Cabool.

⁶ Ibid.

⁷ State ex rel. Cravens v. Thompson et al.

education and the depository have complied with the above conditions.

It seems, therefore, that boards of education may elect to follow any one of the following procedures with reasonable assurance that their funds will be protected:

1. Comply fully with the provisions of the statutes in the procedure of designating a depository.

2. Should conditions make such a course

impossible, they may deliberately designate a depository in a manner which is positively *not* in compliance with the *essential provisions* of the statutes, and rely on a claim for preference should the depository become insolvent.

3. Enter into a written agreement with a bank whereby the school funds are held in trust by the bank as a special deposit.

A Flower Show at School

Annie Laura Webster

While this project was carried out in an Illinois school, the conditions were, in no essential matter, different from those in Missouri. The author is a Missouri girl, having received her training in the Schools of Missouri and in part under the tutelage of Miss Ella Victoria Dobbs at whose request she prepared this article for SCHOOL AND COMMUNITY.—Ed.

FLOWERS! What can be said about them in connection with the school program? True, they do furnish one of the first and easiest available problems for Nature Study in the autumn, but have you ever considered developing pupil interest in them by having a flower show? The study of flowers to some pupils may seem a very common matter, perhaps in the mind of some not even worth the time of a few lessons, but if approached in an interesting manner it may be made a pleasant, fascinating study.

The following is a plan for a flower show used in the grade school of Towanda, Illinois, in the fall of 1931.

During the planting season of the preceding spring the pupils had been given flower seeds (marigold, scabiosa, and zinnia) by the Garden Lovers' Club, a local organization of our town. The seeds were planted by the children at their homes, and they too had the entire care of them. In the month of August this club had their Annual Flower Show at which time the children were allowed to enter their flowers.

In a Nature Study lesson in September an interesting discussion arose in reference to the flowers these children had grown and the success they had in entering their flowers in the show in August. Immediately a majority of the children

said their flowers were not in bloom then; others said theirs were prettier now than they had been at any time. They expressed a feeling of disappointment because only a few of their flowers were in bloom in August and were not represented in the August show sponsored by the Garden Lovers' Club.

Listening to their conversation there came to my mind the idea, why not let them bring flowers to school now and have a flower show of their own. Immediately I suggested the idea to them which readily met their favor. So much interest was manifested by this group of children that it was decided to invite the other pupils and their teachers to join with us in making this an all grade school project. When our plans became known to them they heartily approved.

We were then ready for our organization plans, and the following were decided upon by a committee composed of the grade school teachers in cooperation with the pupils:

1. An entire afternoon was to be devoted to the flower show.

2. Children were permitted to bring, in addition to the flowers they had grown, flowers that their parents or friends had grown.

3. Flowers were entered in two divisions,

- a. Lower grades (grades 1, 2, 3, and 4)
- b. Upper grades (grades 5, 6, 7 and 8)
- 4. Flowers were entered in the following arrangements, giving each child a number as he entered his flowers.
 - a. Single bouquets (a prize given for each variety)
Marigold, Seabiosa, Zinnia (these must be grown by the pupils)
 - Cosmos and Gladiola
 - b. Basket arrangement
 - c. Mixed bouquet
 - d. Wild flowers
- 5. Prizes (ribbons) were awarded for first and second places in each division.
- 6. Three patrons were selected to judge the flowers and award prizes.

It was surprising to note the development of interest among the pupils. One child suggested that she bring her mother's stuffed parrot to school and that it be arranged in the sand table to represent a bird bath. That idea worked out splendidly, and the sand table with flowers artistically arranged around it became the center of attraction in our room full of flowers on the day of the show.

The news of our flower show spread rapidly and we began to note a keen interest among the patrons of the school. The President of the Garden Lovers' Club came to us and offered to give an illustrated talk to the children on "Attractive

Flower Arrangements." We readily accepted this offer and it made it possible for us to have a short program in connection with our show.

On the day of the show the newspaper reporter came and took the details of the flower show and sent an article concerning it to be published in the daily paper of the county. Another of the patrons who was there took pictures of the flowers and of the prize winners; these were later sent to the paper to be printed in the picture section.

We, as a group of teachers felt the following were some of the outstanding results of our flower show:

1. More interest was shown by pupils in different varieties of flowers.
2. Children observed and made favorable comments on flower arrangements.
3. The Garden Lovers' Club appreciated the exhibit to the extent that flower seeds have been given the children again this year.
4. The flower show is to be an annual school activity.
5. Children decided to experiment in caring for flowers (potted plants) during the winter months.
6. The flower show supplied valuable topics for oral and written language lessons.
7. Through the county newspaper our school was given publicity.

This little corner's
My very own garden.
You don't see the flowers?
Well, begging your pardon,

It's too early yet.
Today I'm just sowing
My seeds, but tomorrow
I think they'll start growing.

* * * * *

A dear little garden
With blue skies above it,
Or rain soaking down—
Oh, don't you just love it?

From "My Garden"

Must We Liquidate Intelligence, Too?

Address before the Representative Assembly of the N. E. A. at Atlantic City, June 28, 1932.

WILLIAM TRUFANT FOSTER, Economist, Newton, Mass.

IN READING this morning's paper I am under the impression that the dominant question before every convention in the United States, even the one at Chicago, is when this depression will end. I was in New York yesterday talking to a banker and he said, "It cannot end yet because we have not had enough liquidation." That is what the bankers said one year ago, two years ago; that is what they always say. They mean by liquidation, as far as the banks are concerned, forcing the customers to pay loans, drawing in the money and sitting on it, and a bank is regarded as exceedingly successful and thoroly liquid when it has 100 percent cash on hand and nobody has any money outside. In other words, when the bank has ceased to carry on the functions of a bank.

They always tell us, "We must have more liquidation." We had 1300 bank failures in 1930 and they said, "We haven't had enough." We had 2300 in 1931 and they said, "We must have more liquidation before we can begin." They always tell us we must have more. Then they take the step which makes more liquidation necessary and then they say, "You see, we told you so."

MUST WE LIQUIDATE INTELLIGENCE?

Now they tell us we must liquidate intelligence, too. We must curtail the activities of the schools; we must reduce the budgets, reduce the salaries, postpone the construction of new buildings, get along with old textbooks when we know of better ones, and so on down the line—retrenchment and liquidation of intelligence, too.

Well, that is the subject I am going to talk about today. I am not going to talk about the subject on the program at all. I talked about that two weeks ago and I have got an idea since then.

The question I want to ask is, why is it necessary that we must liquidate intelligence, too? Why isn't it enough that we liquidate the banks and liquidate business? Why must we carry on with those terrible

monstrosities of school buildings in the late General Grant period of architecture? Why must we have fewer teachers? Why, in the state from which I come must there be over 2000 well-trained teachers who can't find anything to do? Well, the bankers and business men and politicians tell us the reasons are very simple. The reason why you and I can't understand it is because—well, we haven't sufficient mental capacity. Our I. Q.—well, there is something the matter with it. If we only had the amazing intellectual grasp that bankers and business men have we would understand why and we would not have to ask these questions.

And yet the answers that the bankers and business men give us are some of them like Alice in Wonderland. They sound like the reasoning of the Mad Hatter. When we say, "Why is it necessary for us to put up with antiquated school buildings, why can't we have new ones?"—the answer they give us is "It is because we have too many idle carpenters; there are too many idle plumbers; too many idle painters; too much stone; too much steel; too much concrete; too much of all the building material. So of course we can't have new buildings." When we say, "Why can't we have plenty of new textbooks?"—the answer is, "Because we have too many idle printers, too many idle printing presses, too many idle publishers. Anybody knows that." So we have to put up with old books. "Why can't we have plenty of adequate clothing for all the children and everybody else?"

Oh, well, I know the answer to that. I was out here on the Twentieth Century Limited a week ago, after talking on this other subject, and I was riding in the observation car reading the *Fashion Notes*. You would be surprised what a man will read in an observation car. And I read that men will wear grey a great deal this summer, and a man beside me said, "They certainly will if they did last summer." Then—that isn't funny; you laughed in the wrong place—what I want to know is

why it is necessary for us to wear our old clothes. Well, that is because we have too many cotton mills, too many woolen mills, so we have too much cotton cloth, too much woolen cloth, too many tailors, too many garment workers, too many mill hands crowding around the mills in Lewistown, Maine, and elsewhere trying to get a chance to make cloth, so of course we can't have any clothing.

Why does anybody have to go hungry? That is because in Worcester County they have too many potatoes. I just came from California where they have too many oranges, and all the way from California to Maine they had too much food, so of course the people have to go hungry.

Why do we have too much cold in winter? Well, I just came from Oklahoma—Bill Murray's town—where he got out the militia to stop people from producing so much oil; came thru Pennsylvania yesterday where they had difficulty in preventing the people from producing too much coal. So, of course, people have to go cold in the winter.

The next question obviously is, if you have too much of one thing in one place and not enough in another, if they have too many potatoes in Worcester and not enough in Detroit, too many automobiles in Detroit and not enough in Reno, too many divorces in Reno and not enough in —where shall I say?—too much cotton cloth in New England and not enough in Minnesota; too much iron in Minnesota and not enough in Florida, why don't they move the supply from where the people do not want it to where they do want it? The answer to that question is the easiest one of all. That is because "We have too many automobiles, too many trains, too many railroads, too many ships, too many chauffeurs, too many engineers, and so of course we can't move it."

It sounds, as I said, like the reasoning of the Mad Hatter in "Alice in Wonderland." The whole story ought to be called "Alice in Blunderland."

EDUCATION HAS NOT FAILED

I understand from the newspapers, which are sometimes correct, that the Warden of Sing Sing in this Convention said yesterday that our schools are almost a complete failure. He did not say it. Well, strange as it may seem, I have heard some criticism

upon the public schools indicating they were not efficient. The most outstanding fact, if you will look at it in a large way, is that somehow or other in the United States of America, we have succeeded in producing a race of people who are competent to maintain the highest standard of living ever attained by any people in the history of the world. We have proved our capacity for greater per capita production than was ever known before in history. We have done it largely thru the development of intelligence; we have done it thru scientific research; we have done it thru enabling one man to produce what a dozen, fifty, a hundred men formerly produced. That achievement is very definitely the result of public education. It is unquestionably to the credit of the public schools of the United States that somehow or other we have developed that intelligence, that capacity, that will power, that endurance, that grasp of principles, that great body of invention and technical processes which have enabled us to surpass the world in material advancement.

WHO HAS FAILED?

Now if the schools have been a failure, what about business and banking?

If you want to find a failure, you will have to look for those agencies in our present world who have failed to enable us to utilize that which intelligence has been producing. The trouble is not in capacity for production. This depression, from which we are all suffering at the present moment, is not the result of any failure of knowledge of how to produce wealth. It is a failure on the part of those who have taken upon themselves the responsibility for the distribution of wealth and have failed to distribute it. And this distribution in money and money and profit economy is exclusively a monetary phenomenon. The distribution goes on properly when the flow of money is adequate and in the right channels and when that flow is stopped, distribution cannot go on, consequently, production cannot go on, consequently employment cannot go on, consequently buying power is reduced, consequently wages and employment and prices go down still further and we get into the condition in which we are at the present moment.

My point is if bankers and politicians had conducted their part of the rules of

business as efficiently as teachers have there would be no business depression. What did they say in answer to this? Oh, they say that business depressions are inevitable; they are the result of natural laws. They even go over the entire range of science and physics and take over the innocent law of action and reaction and tell us that these are responsible for the business depression. Therefore, the era of prosperity above the X-Y line must always be followed by an equal era of depression below the line, and if it isn't, change the line. The business man tells us the same thing by saying,—“You cannot”—and he scowls at this point—“You cannot repeal the law of supply and demand.” Somebody said, “Teach a parrot ‘Supply and Demand’ and you have created a great ‘Captain of Industry.’” Somehow they give us to understand that these laws are ordained from on high and that it is nothing that the bankers or politicians do that has anything to do with it. They talk about action and re-action as tho they created them themselves. They are the “Amos and Andy” of economic theory and there is no escape from it. Anyway they say it is good for us; it is entirely desirable we should suffer now and then. They talk as tho it were good for our souls and as tho it were even sacrilegious to talk about means of preventing these salutary periods of suffering. I call their whole doctrine the Economics of Original Sin.

In any event it is the Economics of Despair and the sum and substance of it is “You can’t do anything about it” and for anybody to get up and say that we can do something about it, that it is not necessary to succumb, to give in, to throw up the sponge, to accept everything, to agree with them that we have got to curtail our schools or reduce salaries, to get along with poor equipment and underfed children, that that is necessary, for anybody to suggest that under an intelligently managed economic system it would not be necessary, is to be pro-Bolshevik and, therefore, you ought to be kicked out of the convention of the N. E. A.

RUSSIA WOULD NOT TOLERATE SUCH STUPIDITY

The last time I spoke to an N. E. A. convention was at Portland, Oregon, just before we entered the war and at that time

I said that this war, declared to be a war to end war, was no such thing. I declared that it would create an enmity and ill will which would last for two generations. I declared that the N. E. A. conventions for the next twenty years would be suffering the results of the folly of the World War which would never settle anything; that it would merely try out problems to be settled for generations hence. And what did I get? I got nothing but the condemnation for being pro-German, and today I shall get the condemnation for being pro-Bolshevik because I am going to tell you, without any qualification whatever, that under circumstances such as prevail in Russia they would not tolerate the stupidity which I have just called to your attention. If there was any community in Russia which had as many well-trained teachers ready to work as we have, as many surplus carpenters and painters and architects and plumbers and all the rest that we have, as much surplus steel and lumber, and hardware and plumbing material, cement and the Lord knows what all, they wouldn’t sit around stupidly saying, “It is too bad; you can’t do anything about it.” They would find a way of notifying those idle carpenters and painters and architects to get busy and do what they know they wanted to do—build beautiful modern adequate school buildings. They wouldn’t let these idle printers stay idle. They would have them get busy and produce the better books which we are ready to use, and they would give the teachers, who want nothing else but an opportunity to work, an opportunity to do it.

Now I don’t want Bolshevism. Don’t misunderstand me. I think any resort to such a revolutionary extreme as that would lead us into a worse place than we are today. All I am saying then is that it is no defense of Capitalism to stand up and say, “You can’t do anything about it.” For Capitalism in this day and age to say that is to acknowledge defeat and it is insufferable. It is distinctly up to these men who call themselves “Wizards of Finance,” “Captains of Industry,” to show us the way whereby we shall enable the people who are well trained to work and eager to work to go to work and produce the things which everybody admits we all want. It is not any defense for them to say, “It

is too bad; you can't do anything about it; and you teachers don't understand all this; the retrenchment is necessary."

RETRENCHMENT NOT NECESSARY

I say to you that the retrenchment is not necessary and I hope that this N. E. A. convention will not have any weasel words. Don't be satisfied by these foolish remarks of the bankers and politicians on the subject. There are no long running "Wizards of Finance." Don't have any ideas about that. The people who talk to us in vague technical terms about banking and lead us to believe we, at least women, could never understand such a thing, they know now they didn't understand anything about it themselves. They have tried to make us believe there was some mental endowment merely of the brain—the psychologists were never able to discover it—which enabled them very easily to become "Wizards of Finance." We know better now. We are all competent to study these subjects and we ought not to be brushed aside by any implication that if we only understood all about it, we would know that it is futile to hope to conduct our economic machinery intelligently.

My response is: Retrenchment in education is not necessary; that this argument should be met solely on economic grounds. It is no use talking about education, what a fine thing it is, and all that—they all admit that—but they come back to you and say, "We can't do it because we haven't the money," or "because we are in the depression," or "because there is something." In other words, they will put their answers to you every time you propose standing by your guns and going resolutely forward. They will always answer you on economic grounds, consequently your replies must be based on sound economic arguments and they can be because you are right.

They say there is no money. Well, what is money? Money doesn't grow on bushes. Money doesn't fall like manna from the skies. Money is not an act of God. Money is an invention of man, presumably for his own convenience. Over the supply of money and credit man has absolute control. Every dollar of currency, every dollar of bank credit that is created goes where it goes because of the wish of some man. Every dollar which goes out of ex-

istence goes out of existence because of the fear of some man. It is a man made miracle, not a heaven made miracle like manna from the skies. Consequently being entirely subject to control, there is no reason under Heaven, except lack of intelligence, why we don't see to it there is enough money flowing to the people who want to buy goods to enable them to buy the goods that the unemployed want. Now don't mistake that. Don't let any economist, or any banker, or any politician budge you from that position. I wish the N. E. A. would dodge all weasel words; would forget they are having national conventions in Chicago where they have a platform and say nothing, and would actually say something on this subject.

A SIMPLE SITUATION

After all, the fundamentals of this situation are exceedingly simple. Now don't let them fool you. They are simple. Anybody can understand them. In money profit, economy of consumption regulates production. In other words, the manufacturer looks to his market. The market is almost exclusively a dollar market. As long as people want to buy goods and have enough money to buy them, they buy them, and the manufacturer goes ahead producing. But under a money and profit economy he cannot continue to employ men and pay wages and produce unless the market is sustained. Again I say the market is sustained only by an adequate flow of bank credit, because bank credit takes care of over ninety percent of our business. Consequently this depression is exclusively a monetary phenomenon and the solution of it is to come thru an adequate control of the flow of money and credit.

Now what has happened is a matter of fact and not opinion. In this depression the money has been driven out of circulation. If you want to base this on some statistics, pick up this week's paper and see the statistics for the banks of New York for last week and you will find that the process of driving the money out of circulation is still going on and has been for three years with only slight checks. The money is being driven out of circulation and there is no mystery then about the cause why business cannot continue to employ men and produce the goods. It is because of this constantly dwindling stream

of the only means whereby people can buy goods. I am going to give you an illustration from Maine.

I remember back in Maine there was a beautiful river, the Socco River, and upon the hill was an old mill. This was before Miss Hale was born. There was an old mill there, Uncle Joe's Mill. It had two huge stones grinding corn. A boy went down there with a bag of corn on his back to get it ground and there were many before him and the old mill, like the mills of the gods, ground slowly, and the time passed and the boy got hungry and supper-time passed and he got hungrier still and the old mill ground slowly. Just a little trickling stream of meal coming out until the boy said, "Gosh, Uncle Joe! I could eat that meal which your old mill is grinding."

And Uncle Joe said, "Well, perhaps you could but how long could you eat it?"

"Gosh! I don't know but I reckon I could eat it until I starved to death!"

That is about the condition of business at the present time. Business is being starved to death by the steadily dwindling flow of money and credit without which it cannot go on. And I jump from Maine to California for another illustration.

I see the California badges here today and those people from Southern California, who of course rarely mention their state, being a very modest people, nevertheless if you get them in a corner and insist on it they might tell you something about the climate of Southern California, and they will also tell you about the great Los Angeles River. When I was down there last year they pointed out the river to me and I looked down at that great sandy gutter and I saw far below—I am far sighted—I saw a little trickling stream of water. That is the Los Angeles River. I said, "Are there any fish in that river?"

And they said, "No, no. There used to be fish there but you see it was this way—when they tried to swim they kicked up such a dust they choked themselves to death."

I need not point out the application. The steadily dwindling stream of wages has been choking business to death. All this time we have been told you don't have to do anything about it. Under our greater principle of rugged individualism or

"ragged individualism," as John Dewey calls it, we have to assume if we leave everybody alone to pursue his own interests he would necessarily do what would be for the best interest of all. We have found it works precisely the opposite way. That when we get into this vexatious spell of deflation, each individual, each banker, each corporation, does precisely what makes the situation worse, and for his own protection. We have so far lost our faith in mysticism that I do not believe even the genius of Maude Adams could arouse an audience today to enthusiasm over leaving the job to the "lazy fairies." Then if we cannot rely on the "lazy fairies" to do the job, it means we must do it thru collective action.

COLLECTIVE ACTION NECESSARY

If the money is going to get into circulation at all it must be done thru action by all of us jointly and that is necessarily the Federal Government. Some of these business men and bankers tell you, "No, the government must not do anything except of course what *we* want it to do." They are always down at Washington trying to get it to do something, but if we want it to do anything else, it is a terrible thing. They are overlooking the fact that collective action in the United States takes place thru the Federal Government or not at all, because the Federal Government is the only agency which represents all of us.

HOW GET MONEY IN CIRCULATION

Now how are you going to get the money in circulation, and I am coming to the economic foundation for your insistence that you will not stand for retrenchment in education. Now mind you, that is what I am coming to. The stories about the fish and all that may be all right but what this talk is, is to give you the fundamental foundation on the question, the correct economic foundation for your faith in education, your faith that education must not be retrenched, especially in times of depression. It doesn't do us any good just to reiterate that idea. We have got to be able to meet these opponents on their own ground, which is an economic ground, and that is what I propose to do in the next few minutes.

The only way we have tried collectively to get this necessary money in circulation is by charity—which is the worst way be-

cause it kills self-respect, because it is entirely inadequate and because the burden is not properly distributed upon those who are best capable of bearing it. The second way of getting it into circulation is thru dollars, call it by what name you please—call it the Soldiers' Bonus or call it anything else. It is one way of doing it. Give a billion dollars to soldiers, that is one way; give a billion dollars to red-headed women, that would be another way. Either one would be as affective as the other and economically just as well justified at the present moment, but none of these ways are satisfactory.

The economically sound way of getting the money into circulation that we need is to pay wages, because that is what the unemployed want. They want chores, not charity, because it preserves the morale of the people. And perhaps, above all else because when you put the necessary money into circulation to pay wages for constructive work, when it is all there, the nation has, as a result, the wealth which has been created, and that is what makes this age-long demand for expansion of public works in time of depression fundamentally a sound economic program because, as I said, it provides jobs, it maintains morale and self respect and the money is not wasted. It is used to create real wealth which is possessed after the depression is over.

Now mind you, four years ago everybody agreed to this. Everybody. President Hoover, in three campaign speeches, reiterated his faith that in a period of depression we should expand public works in order to take up the unemployed. Three separate campaign speeches. Secretary Mellon agreed with it. Secretary Davis agreed with it; every secretary agreed with it. The American Federation of Labor adopted a unanimous vote in favor of it. The Democratic Party put it as a plank in its own platform. Mr. Hoover requested that the cooperation of the Governors of all of the states in putting this plan into effect in the event that a depression started. Now I happen to know about this. I was requested to go to New Orleans to the Governor's convention in November, 1928, to present the economic foundation for this policy of expansion of public works in time of depression. I assisted in presenting this, at Mr. Hoover's request, to the convention

of Governors. The sum that was specifically indicated at that time was \$3,000,000,000, no petty amount—\$3,000,000,000. Every governor except one agreed and promised to support, in answer to the definite request of Mr. Hoover, to cooperate with the federal government in time of depression in putting this policy into effect. The newspapers, by actual count, to the extent of 93 percent, approved the policy at that time. Economists, as you know, have advanced this policy for over a century. This was four years ago, when we were in prosperity so called, and everybody agreed that on economic grounds we should proceed in depression to take up the slack of employment by construction of public works.

FROZEN FAITH

Now what has happened? They tell us now, in effect, it is all right, perfectly sound, to advocate an emergency measure like this in prosperity but you mustn't use it in an emergency. It is not so much the trouble today that we have frozen assets as it is that we have frozen faith; that these men who can think clearly on all economic grounds in a period of prosperity are unable to think now; they are hysterical. The Speaker of the House of Representatives turns from a Republican who has gone wrong to a Democrat who has gone wrong. In order to show you I am not partisan, the Speaker of the House of Representatives arose and said, that, "Unless we balance the budget within two weeks this country will be on the rocks." That is just plain hysteria. This country can't go bankrupt. We don't owe a cent to any other country in the world; on the contrary they owe us sixteen billion dollars. There is no necessity for balancing the budget now except the necessity created by the hysteria and it is no time to balance budgets in a period of depression. This is not the time to retrench. This is not the time to reduce employment. This is not the time for the federal government, which is the only agency which has complete control over these vast potential credit resources, to throw men out of work and then in the next breath ask us please to put them back to work. This is no time for retrenchment. The government is on absolutely the wrong policy. Every branch of government that curtails expenditures

for public works at the present time is moving in the wrong direction.

PLAIN STUPIDITY

I am perfectly well aware that there may be some town, some town somewhere, that has no choice but it shouldn't believe it is doing something which is sound, a necessary and economic offensive. It is doing something which may for this particular minute be necessary but which for the country as a whole is stupid. They call it economy. It is false economy. It is not economy for any nation to waste ten million of its human beings who are eager to work. It is not economy for any country to agree to have a million school teachers, which it has carefully trained for the job, and then tell them they can't be allowed to work. It is not economy; it is just plain stupidity.

I read in this morning's paper the echo of the commencement address given by Owen D. Young. He said, "We have done all in our power for our boys and girls, whatever else we may have lost." Most emphatically we have not. With this loss we are engaged upon, this campaign of retrenchment of expenditures, which is economically unsound, we can't stand up and say we have done all we could for our boys and girls. We have not. The Congress of the United States, exactly three years after this depression started, is still talking about planning to plan to take the first steps to hold a conference to see whether they will take any relief measure. The House of Representatives has a plan. Mr. Hoover says it is no good. The Senate has another plan. Everybody says that is no good. The President has another plan or something he calls a plan and everybody says that is no good and they are still debating whether they shall not do something. And I protest when in this situation even so splendid a man as Owen D. Young arises and says, "We have done all in our power for our boys and girls whatever else we may have lost." Again I say to him that under an intelligently ordered economic system we would not, with ten million eager workers ready to take our idle machines and use our surplus material and turn it into wealth which a hundred million people is eager to have, an intelligently ordered system would not say to those ten million eager workers, "It is too

bad but there is nothing we can do about it."

WE MUST USE OUR PRODUCTIVE CAPACITY FOR THE FINER THINGS OF LIFE

Now I want to tell you another sound argument and I am very much in earnest about this, and I am very eager you should take this idea away with you—if you don't get it I wish you would come to me or write to me and let me try to explain it better than I am now—but this next idea we want not only for this year of depression but for the rest of our lives—to defend the extension of funds for educational purposes.

The idea in this country, largely as I said thru the efficiency of its public school system, has got to the point where it has a larger potential per capita production than any other country in the world. We have proved that we can produce ninety billion dollars a year of wealth not using our productive resources at half their capacity. Even assuming that we go ahead no faster than we have in the past, we should proceed now intelligently to look forward to the times when with a better equalization of our productive resources this nation shall produce two hundred billion dollars a year of wealth. This is not dreaming. This is based on the soundest statistics. We ought sensibly to prepare now to utilize a productive capacity in commodities and service of not ninety billion dollars but say two hundred billion dollars, or if you want to be cautious say one hundred fifty billion dollars. All right. What are you going to do with that additional sixty billion dollars of productive capacity? Are you going to put it into more cotton cloth and more potatoes, and more oranges, and more tables, and more suits of clothes, and so forth? That isn't sensible. We have steadily progressed from the point where we have to use our total productive capacity to maintain the lowest level of subsistence to the point where we can use a large proportion of it for the finer things of life, including all that education stands for, and in the future it is perfectly obvious we ought not to go ahead using our surplus to produce more cotton goods and more woolen goods, more automobile plants and more mines, more coal mines, when already everybody is groaning because we have too many.

What did we do when we found in Miss Hale's state, in Lewistown and Auburn and other centers that we had built too many cotton mills? Well, we closed down half the mills. Then we ran the rest of them part time. What did we do next? We went down South and built a lot more cotton mills. That is a fact! What are we going to do in the future, just build some more cotton mills, so that we will have an even greater surplus of the capacity for producing things when we know now we don't want more things? No. Obviously an increasing proportion of our wealth should go to service, especially to health and to education.

I have served for the last five years on a committee on health. We have very carefully figured after four years of research that in a period of prosperity about thirty percent of the necessary dental work is in the hands of the dentist; in a period of depression about fifteen percent. About 85 percent of the necessary care of the teeth of our children is not provided for now. Three years ago we were spending about three billion dollars on health; we ought to spend six billion dollars. Do you know what we are spending on education?

In an intelligent community of the future we should face this problem of so-called technology unemployment, this released labor due to invention. We should take that surplus labor, I think, very largely in the field of health and education, and that is simply talking on the soundest economic ground, and for the rest of your lives you must feel that you are on perfectly sound substantial economic grounds, and you can hold your position against any banker, or economist, or business man, or politician, and you tell them that from now on we should study a definite plan of increasing the total proportion of our productive resources which are spent on education.

STUPID SAVING

One thing I have been trying to bring out by this little story of the surplus of cotton mills is the fact that in the past we have been saving in stupid ways. It doesn't do the country any good to save cotton mills which you can't use, steel furnaces that have to be banked, office buildings that nobody wants. We have the grand

Empire State Building in New York, the Empty State Building they call it now. What good does that do? You can save more bricks, you can pile up more bricks in the form of buildings and cotton mills and you can build more mines and so forth, but what you have saved is not worth saving, and, mind you, these surplus and at present useless additional factories and mills and mines and office buildings, banks and so forth, have been built not at the request of the teachers but by the direction of these wise bankers and business men and politicians. Now they come to us and tell us that you have got to liquidate intelligence, too. The point is that in the past we have, instead of as the bankers told us, been wasting our substance in riotous living, we have been wasting our substance in riotous saving. We saved what we spent. We lost what we saved. If we had only saved in the form of educational facilities for education instead of useless facilities for production of goods, for which there was no market, we would all be better off today. In other words, thruout this period of prosperity the teachers here represented, who were urging the bankers and business men and politicians to spend more money for education, now find that they were right and the bankers were wrong. We did our saving in the wrong place. If we had saved it in the form of equipment for education we would be better off. More playgrounds would certainly have done us more good than these empty, useless additional cotton mills.

It is all a part of a campaign on the part of the bankers and others to reduce the standard of living. You wouldn't believe it if I had ten minutes to quote the bankers who for the last three years have been actually advocating a reduced standard of living for this depression, and the obvious cause of it was we were reducing our standard of living too fast. But this campaign against the schools for retrenchment is merely one phase of this general stupidity and economically unsound, which would reduce the standard of living in the country as a whole.

Now, as I have said, I trust that the N. E. A. without any weasel words, without equivocation, with directness and finality and the assurance it is right, will in its resolutions indicate that right now is the

time to enlarge expenditures for education on sound economic grounds, and then we should look forward steadily in the future to spending a larger proportion than in the past of our total wealth of the nation and other resources on health and on education. The fact is that having stupidly forced liquidation on business the bankers are now, many of them, stupidly trying to enforce liquidation on intelligence, too, and that is the thing we must resist. We must insist that the education of the youth of this country shall not be allowed simply to go up and down with the stock market. Our opposition, as I have said, is solely on economic grounds. Our defense must be solely on economic grounds, too.

Now before I close, I don't want you to think I am hopeless about this situation. Somehow or other history shows, no matter how stupid we are, we recover from business depressions. We always do and we are going to recover from this, recover no matter what we do. All I am asking is that we shall recover soon.

I was stopping, trying to get across the street at the corner of Boylston and Free-mont Streets in Boston the other day—you have heard of Boston, a very cultured city—there was a lady standing on the corner trying to get across, a motorecyclist came along and the lady started to cross the street but the motorecyclist decided to go behind her. At that moment she decided she would not cross the street and she started back for the curb. So the motorecyclist suddenly changed his plan and tried to go in front of her. She apparently said to herself, "Well, after all this is the time to cross the street," and so she started to cross the street and the motorecyclist almost upon her at the time changed his plan and again tried to go behind her. But again she changed her plan and started to make for the curbstone. Then the motorecyclist dismounted, took off his hat and said, "Lady, I will not run into you, no matter what you do!"

Now that is the situation so far as this depression is concerned. I know years ago I asked a man about the depression. Two years ago when I asked him, "How soon will it be over," he said, "How far can a dog run into the woods?"

I said, "A dog can run into the woods? Why, why—as far as he wants to run into

the woods."

"Oh, no," he said, "By the time the dog has run half way into the woods, the dog is running out of the woods."

Now that, I have no doubt, is what is happening to us in this case of depression and when Old Dog Depression gets into the woods and when he really sees the light on the other side, he will unquestionably quicken his pace and come out, and we are coming out.

All I am talking about is that we as teachers should see to it that our influence is totally on the right and not on the side of the lazy fairies. That we at least are doing something about it and doing it intelligently.

Now in conclusion, if there is anybody left here who doubts that we have it within our power in the United States today, every facility to pull us out of this depression, just consider we have absolutely every physical means of producing wealth and abolishing poverty that we had three years ago. Everything—absolutely nothing lacking except the will and the sense to use it. If anybody still doubts we could not quicken this depression and that we couldn't find the money wherewith to do it, imagine what would happen if war were declared tomorrow. You know what would happen. Orders would go out to the ends of the earth; every man in the United States who wanted a job would find a job; railroads would suddenly come to life—the depression would be over. You know it. Congress would appropriate \$3,000,000,000, \$5,000,000,000, \$10,000,000,000 — any amount that was necessary. You know it. Where would the money come from? Precisely where it is now.

Now if there is plenty of money wherewith to kill men abroad there is plenty of money to save men at home. If it is appropriate for us to use collective action thru the federal government, on a large scale, for destructive purposes, it is equally appropriate for us to use federal funds on a vast scale for constructive purposes.

If then, in conclusion, there is enough money at hand to build bombing aeroplanes and to make poison gas wherewith to kill children in defense of cities abroad, there is enough money at hand today in the United States to save all the children in our public schools today.

The Children of Merrie England

The Observations of a Missouri Mother Interested in Children and Education.

Fannie Cook

“WHAT,” I ASKED HIM, “in the life of English children takes the place of our corner-lot game of baseball? Or of our sidewalk hop-scotch?”

“Nothing.”

“But,” I pushed my point, “don’t you social workers lament that?”

“We do not. We know that the children of the people will have to work hard. Many of them will go into service where they will be busy from seven in the morning until eleven at night. Their adult lives will have no room for play, and we must not mislead them on this point. They must prepare themselves to stay in their own class. This is both my opinion and that of most men interested in the happiness of the people.”

These were the words of a man I knew to be a kindly spirit. His is a social-work job, through his own choice in an industrial district. Politically his sympathies lie with the Labour party. Obviously, his statement represented what he considered a practical approach to an unalterable situation.

I recalled the many sober, little faces I had seen as we travelled up and down and around England; I recalled seeing these quiet little persons proceeding sedately to school, either singly or in pairs; I recalled them at work. I thought about the fund for the numerous waifs and strays. I lived again the moment in Liverpool when I saw famished three-year-olds hungrily devouring fruit they had stolen from street carts. Then that is what they were doing—preparing themselves to stay in their own class!

At two, they sit in solitary dignity on the doorstep, surely, judging by their faces, considering nothing more trivial than the national debt. At five, they stand, peering out from damp entries, their anxious eyes seemingly trying to decipher the problem of India and the closed cotton mills. Are these the babies of Merrie England?

Practical responsibilities set in early. The little girl of eight may be seen pushing one of those tremendous English perambulators down the street. Within are the three youngest, for the poor frequently imitate the custom of the rich in keeping the children in “prams” through the fifth year. She has considerably less trouble, let me mention, from managing three English children than has her American cousin from managing one future citizen of the States—but also less fun. The whole performance of baby-tending and being tended is weighted

with dignity and reserve and deep seriousness.

And the little boy upwards of eight is very likely to spend his Saturdays at work. It is no odd-job affair, with money for a ball game to round it off. It is a day of washing everything from the storefront to the floor, working always with the inevitable filthy little rag, handkerchief-size, and pail of dirty water. There is no protecting pad between the knees and the floor. The little fellow is being taught nothing in the way of skill, nor is he favored with a jolly word from the store-keeper. He goes through a long day of tasks for the green grocer, and receives as his reward, usually, food for his fam-



(From Post-Dispatch)
An Eton Student Fishing in The Thames.

ily. Nor is the boy dressed in a free and easy costume. He wears, instead, his school outfit. This consists of a rather tight-fitting jacket, very tight-fitting shorts, high socks, and a jockey cap, all variously grey. And this lad at work may be seen in quaint Chester, in charming Keswick, and in ancient Shrewsbury.

Outside of school hours, there seems to be no group life among the children. There are no sidewalk games and no jolly gangs tumbling down the streets. There is no running boy with a loyal dog at his heels; the boy walks and the dog is on a leash. If a quick shower sends a torrent of water down the shallow gutters of their steep village streets, and then yields to a sudden sun, bare-foot youngsters will peer out from cottage doorways, but if they long to wriggle their toes in the little stream four feet away, nothing they do, ever betrays that desire. They are silent, better-mannered than our children, but they apparently pay for their manners with a sacrifice of spontaneity and happiness.

The children of the "upper class," more tenderly nursed than any children in our country, seem to have little more fun than those of the "lower." Life, until some time between eight and twelve, is lived in the nursery. There Mother pays occasional visits, under the disapproving supervision of Nanny, the nurse. There the child takes all his meals. Thence he proceeds for his chaperoned walks. Some year between eight and twelve, he goes off to a "public school"—the institution after which our private boarding schools model themselves—where he is waited upon much as he was in the nursery; where play is a serious affair of "sports," pursued with dignity, in a specially designed uniform, and with no mischief or merriment about it all. He returns home on holidays to continue to eat in his household nursery until he reaches the magic

age of fourteen. At that time, a great change comes into his life. He becomes, after a fashion, a member of the household. When his holidays from school and college permit, he will now dine with his parents, sit with them, and occasionally converse with them. Apparently there is none of the free and easy democracy of the American home.

And that democracy is as difficult for the Englishman to understand, as their life of domestic castes is inscrutable to us. "Tell me," was a usual question, "is it true that American children have their meals with their parents? What topics of conversation are then possible?"

I was always tempted to answer, "The child is likely to speak of anything he thinks won't shock Grand-ma," but that levity would have led to further complications, and I wanted to remain on the questioner's side of the table.

I wanted to catch some evidences of the complete freedom for children that Bertrand Russell writes about. After all, I knew that England had experimental schools, and was, indeed, the founder of the nursery school. That radical ideas in education emanate from England was now understandable. They are the logical reaction from the extreme inflexibility of the English manner of rearing children. The strong grasp of tradition over there, necessitates throwing everything out and beginning all over again, if there is to be any change at all. This, too, may account for the circumstance that the new and extreme educational theories stated in England, find their application and development in other countries.

English respect for custom apparently has a firmer hold upon those trying to free themselves than the experimenters realize. I saw a delightful couple—each a professional person—attempting to apply the new ideas to the upbringing of their only child, a tall girl of twelve. The



Little Nell and Her Grandfather.

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pheasant with bread sauce had just been served, when the father started to tell us of their adherence to the newest ideas in education. Their daughter was allowed to speak when not spoken to. She was not growing up shut off from companionship with him. They were chums. They took long walks in the country together. They read books together. They took their morning baths together.

"And where is she now?" I asked. The apartment was a small one.

The parents exchanged puzzled glances. The answer came in duet form. "English children do not dine with their parents before fourteen. She eats alone in the scullery."

In America, the house-by-house variations in the bringing up of children is very great; in England, they tell you, this is less true. There are standards, and on the whole, those standards are conformed to. Surely there are some good qualities to each system.

The greatest criticism of the English method seems to me to lie in the fact that they themselves have no great confidence in it. Their rigid adherence to it seems to be a result of habit rather than of conviction. No educator could claim that the frock coat, long, tight trousers, and tall, stove-pipe, beaver hat of the Eton lad is a suitable costume for active boyhood. But we saw hundreds of boys wearing it. Those Etonians who wanted activity, achieved their desire with deliberation. They changed to a grey suit, similar to the suit worn by the village boy. They then set forth in the direction of the play field. They did not discard their jackets. It was all very orderly, and it seemed entirely unlike the phenomenon America knows as boyhood.

Apparently, too, the English are not aware of the charm of their children. Nowhere did I see grown-ups obviously enjoying the companionship of the little folks. But they showed boundless interest and delight in our American boys. Perhaps bringing up children over there involves too much hardship, for the parents to be able to enjoy the process. An episode from our visit to Burford may clarify the point.

Burford is a picturesque town, built near the base on a down-slope of an en-

chantingly neat English hillside. Old, grey, stone cottages, a churchyard, a quaint almshouse, a castle in the distance, a swift-flowing brook—with fly-fishing for trout going on from the rock bridge—all present a quiet rustic picture. Remote as it is from traffic and city dangers, Burford seems a perfect setting for children. Perhaps, I thought, children here are given a measure of freedom; perhaps, in this village I can induce a youngster to speak to me without his first calling his mother to secure permission. I had missed the casual conversations with youngsters, so easy to enter into in the States.

Soon I saw a four-year-old boy, apparently better fed than most, a little less sober of countenance, sitting on a cottage doorstep. I tried to chat with him. He did not dash around the corner for Mother, but he did not answer me, and Mother soon appeared. We spoke of her flourishing garden. I admired her rhododendron and her beds of lupin. She waxed enthusiastic, and told me about her irises and tulips. Then I said,

"This is a fine-looking little lad you have here."

Her smile disappeared. A shadow of care crossed her face. She answered, "He's one of four, and they're lots of work."

How can all of this be interpreted? In missing the gaiety of childhood, aren't these children missing too much? On the other hand, the remoteness of the English "upper class" boy from the sophistication of life, often sends him to Cambridge with a look of nobility in his countenance that is as beautiful as anything the human visage ever displays. And the little girl of the peasant class more than occasionally becomes a neat, pretty, quiet-mannered serving-maid, sweet with a dignity rarely observed in youthful demeanor.

Perhaps these fine qualities are the natural result of this same English training we have been considering. Perhaps they are a racial heritage. Perhaps they are the products of the subtle, all-pervading influence of the English background; for the castles, the cathedrals, the various historical beauties scattered about England give the people, as one woman put it, "something to live up to." But it is also possible that England fails to treasure her children, and thereby neglects her future. At any rate, as one might hear it said over there, "It wants a bit of understanding."



High School Music Materials

By VIRGINIA MEIERHOFFER, State Supervisor of Music.

THE SELECTION OF suitable music for use in high school is fundamental.

As a rule the average teacher does not have at hand a large enough supply of music to make careful selections. Beginning teachers, especially, are often confronted with the problem of selection. Many requests have come to the State Department of Education for suggestions.

For this reason the following lists of music have been compiled by a committee composed of J. T. Sleeper, Professor of Public School Music, University of Missouri; T. Frank Coulter, Supervisor of Music, Joplin, Missouri; and Virginia Meierhoffer, State Supervisor of Music, Jefferson City, Missouri.

The materials have been divided into three sections—octavo sheet music; instrumental music; operettas, cantatas, song books and Christmas music.

The vocal music in this issue was selected according to the following criteria: 1. arrangement of voice parts; 2. suitable words; 3. worthwhile music.

The list of instrumental materials will appear in the October issue of School and Community, and the third section will be published in the November issue.

MIXED CHORUS AND QUARTET

Easy

Adams, NANCY LEE, No. 435, C. C. Birchard.
 Bach, NOW THANK WE ALL OUR GOD, No. 1157, E. C. Schirmer.
 Engel, GOD REST OUR GLORIOUS LAND, No. 900, C. C. Birchard.
 Loomes (arr.), A WHEEL IN A WHEEL, Spiritual, 886, C. C. Birchard.

Netherlands, PRAYER OF THANKSGIVING, No. 306, E. C. Schirmer.
 Salama, FRANK WITH A BAGPIPE (Moravian), No. 7445, C. C. Birchard.
 Tschaikovsky, THE WALTZ OF THE FLOWERS, No. 2090, Lorenzo.

Medium

Areadelt, HEAR MY PRAYER, O LORD, No. 371, E. C. Schirmer.
 Arne, FOS, LASS WITH A DELICATE AIR, No. 4294, G. Schirmer.
 Bach, A FESTIVAL PRELUDE, No. 316, C. C. Birchard.
 Bach, GRANT ME TRUE COURAGE LORD, No. 313, E. C. Schirmer.
 Bach, NOW LET EVERY TONGUE ADORE THEE, No. 354, E. C. Schirmer.
 Blech (arr.), THE BEETLE'S WEDDING, No. 396, E. C. Schirmer.
 Brahms, CHARM ME ASLEEP, No. 1114, E. C. Schirmer.
 Brahms, IN SILENT NIGHT, No. 7877 (Novello), H. W. Gray.
 LOVE, FARE THEE WELL
 Bullock (arr.), THE WINTER IT IS PAST (Oxford University Press), No. F 11, C. Fischer.
 Bullock (arr.), WITH JOCKEY TO THE FAIR (Oxford University Press), No. F 3, C. Fischer.
 Bullock (arr.), YEO, YEO, YEO, YEO, SIR! (Oxford University Press), No. F 2, C. Fischer.
 Burleigh, DE GOSPEL TRAIN, N. Y., 659, Ricordi.
 Burleigh, EZEKIEL SAW DE WHEEL, N. Y., 768, Ricordi.

Cain, CHILLUN' COM ON HOME, No. 21, Hoffman.
 Cain, IT'S ME, O LORD, No. 24, Hoffman.
 Cain, THE GLORY TRAIN, No. 48, Hoffman.

Candlyn, FIERCE RAGED THE TEMPEST, No. 7041, G. Schirmer.

Clough, Leighter, THE GALWAY PIPER, No. 358, E. C. Schirmer.

Dickinson, THE SHPEHERD'S STORY, No. 30, H. W. Gray

Dowland, COME AGAIN SWEET LOVE, No. 1110, E. C. Schirmer.

Dvorak, GOIN' HOME, No. 18674, O. Ditzon.
 Elgar, AS TORRENTS IN SUMMER (Novello), No. 769, H. W. Gray.

Elgar, LAND OF HOPE AND GLORY, No. 1161, Boosey.
 Elgar, MY LOVE DWELT IN A NORTHERN LAND, No. 126, C. C. Birchard.

Fanning, MILLER'S WOOING, No. 175, C. C. Birchard.
 Flotow, MAY GENTLE SLEEP (Martha), No. 20641, T. Presser.

Foote, A LULLABY, No. 33, C. C. Birchard.
 Forsyth, THE NEW DAWN, No. 219, H. W. Gray.

Forsyth, OLD KING COLE, No. 4851, J. Fischer.

Forsyth, TELL ME NOT, No. 211, H. W. Gray.
 Franck, O LORD MOST HOLY, No. 396, C. C. Birchard.
 Frimi, IN SAPPHIRE SEAS, No. 9045, Soprano Solo, G. Schirmer.

Gevaert (arr.), COLLETTE, No. 324, E. C. Schirmer.
 Gevaert, OLD FLEMISH LOVE SONG, No. 37, H. W. Gray.
 Glinka, CHERUBIM SONG, No. 9025, G. Schirmer.
 Grieg, DISCOVERY, No. 73, Willis.
 Grieg, OLAF TRYGVASON, No. 195, C. C. Birchard.
 Hahn, THE GREEN CATHEDRAL, No. 35073, T. Presser.
 Herbert, MEOW, No. 501, C. C. Birchard.
 Jacob, ASH GROVE, C. Fischer.
 Lacome, LAUGHTER OF MAY, No. 188, C. C. Birchard.
 Lehmann, THE SWING, No. 1349, Boosey.
 Loomis (arr.), MARIANINA, No. 162, C. C. Birchard.
 Luther-Hasler, A MIGHTY FORTRESS IS OUR GOD, No. 320, C. C. Birchard.
 Malloy, KERRY DANCE, No. 389, C. C. Birchard.
 Mana-Zucca-Rieger, THE BIG BROWN BEAR, No. 7512, G. Schirmer.
 Mozart, JESU, WORD OF GOD, No. 1170, E. C. Schirmer.
 Millinar (arr.), THE MEETING OF THE WATER, No. F 17, Oxford University Press, C. Fischer.
 Palestina, ALLELUIA, LORD GOD, No. 307, E. C. Schirmer.
 Pasternack-Kieger, TAPS, No. 7481, G. Schirmer.
 Pinsuti, IN THIS HOUR OF SOFTENED SPLENDOR, No. 508, G. Schirmer.
 Pinsuti, GOOD-NIGHT, GOOD-NIGHT, BELOVED! No. 255, C. C. Birchard.
 Pitcher (arr.), WATER BOY, No. 821, C. C. Birchard.
 Praetorius, LO, WHAT A BRANCH OF BEAUTY, No. 319, C. C. Birchard.
 Purcell, IN THESE DELIGHTFUL PLEASANT GROVES, No. 1106, E. C. Schirmer.
 Purcell, WITH DROOPING WINGS, No. 308, E. C. Schirmer.
 Rasbach, ASLANOFF, No. 7557, G. Schirmer.
 Repper (arr.), JOHN PEEL, No. 806, C. C. Birchard.
 Robertson, ALL IN AN APRIL EVENING, No. 60976 J. Curwen.
 Roeckel, Page, SKIPPER OF ST. IVES, No. 217, C. C. Birchard.
 Rombert, AUF WIEDERSEHEN, No. 6424, G. Schirmer.
 Smith, HOPE CAROL, No. 19, C. C. Birchard.
 Stanford, MY LOVE'S AN ARBUTUS, No. 1865, Boosey.
 Sullivan, O HUSH THEE, No. 130, C. C. Birchard.
 Taylor, LOYAL LOVER, No. 4839, J. Fischer.
 Taylor, TWENTY-EIGHTEEN, No. 4846, J. Fischer.
 Taylor, WELL BELOVED, No. 4844, J. Fischer.
 Tessier, TO WOODLAND GLADES, No. 1149, E. C. Schirmer.
 Tschesnokoff-Cain, CHERUBIM SONG, No. 56, Hoffman.
 Veechi, SO WELL I KNOW, No. 1151, E. C. Schirmer.
 Wetton, ALL FOR MY TRUE LOVE, No. 971, H. W. Gray.
 Wilby, ALAS! WHAT HOPE OF SPEEDING, No. 956, C. C. Birchard.
 Williams (arr.), THE DARK-EYED SAILOR, No. 128, Galaxy.

Difficult
 Bach, Four Chorales from "JESU PRICELESS TREASURE," No. 7603, G. Schirmer.
 Bach, NOW RAISE YOUR HAPPY VOICE, No. 318, C. C. Birchard.
 Bach, Two Chorales from the "ODE TO MOURNING," No. 7572, G. Schirmer.
 Berlioz, THE SHEPHERD'S FAREWELL TO THE HOLY FAMILY, No. 1617, E. C. Schirmer.
 Block, AMERICA, No. 808, C. C. Birchard.
 Brahms, THE TRYSTING PLACE, No. 391, E. C. Schirmer.
 Bridge (arr.), IT WAS A LOVER AND HIS LASS, No. 613 (Novello), H. W. Gray.
 Cadman, GLORY, Galaxy.
 Cadman-Rieger, JOY, No. 7513, G. Schirmer.
 Chadwick, STORMY EVENING, No. 15, C. C. Birchard.
 Coleridge-Taylor, THE EVENING STAR, No. 826 (Novello), H. W. Gray.
 Coleridge-Taylor, VIKING SONG, No. 13063, O. Ditson.
 Cook-Rieger, RAIN SONG, No. 7550, G. Schirmer.
 Cox, SONG OF THE HUNT, No. 359, E. C. Schirmer.
 Elgar, THE SNOW, No. 1149, H. W. Gray.
 Franck, 150TH PSALM, No. 314, E. C. Schirmer.
 Forsyth, THE NEW DAWN, No. 219, H. W. Gray.
 German, LONDON TOWN, No. 1388 (Novello), H. W. Gray.
 German, ORPHEUS WITH HIS LUTE, No. 1393 (Novello), H. W. Gray.
 Gibbons, ALMIGHTY AND EVERLASTING GOD, No. 952, C. C. Birchard.
 Guion, HOW DY DO MIS' SPRINGTIME, No. 1938, M. Witmark.
 Galbraith, OUT OF THE SILENCE, No. 13392, O. Ditson.
 Greaves, MUSIC, WHEN SOFT VOICES DIE, No. 236 (Oxford University Press), C. Fischer.
 Gretchaninoff, THE LORD IS MY LIGHT, No. 7490, G. Schirmer.
 Handel-Kountz, GLORY TO GOD IN THE HIGHEST, No. 5015, M. Witmark.
 Hayden, COME, GENTLE SPRING, No. 20160, Presser.
 Hasler, O SING UNTO THE LORD, No. 1131, E. C. Schirmer.
 Henschel, MORNING HYMN, No. 360, E. C. Schirmer.
 Jenkins, OUT OF THE SILENCE, No. 61035, J. Curwen.
 Kun, HUNGARIAN LULLABY, No. 412, H. W. Gray.
 La Forge, FLANDERS REQUIEM, No. 7562, G. Schirmer.
 Lasso, GOOD DAY, DEAR HEART, No. 1107, E. C. Schirmer.
 Lasso, MY HEART DOTH BEG YOU'LL NOT FORGET, No. 1145, E. C. Schirmer.
 Lawes-Whittaker, THE ANGLER'S SONG, No. 1464 (Oxford University Press), C. Fischer.
 Liszt-Cain, AVE MARIA, No. 15, R. Hoffman.
 Mendelsohn, AND THEN SHALL YOUR LIGHT BREAK FORTH, No. 7594, G. Schirmer.
 Mendelsohn, FAREWELL TO THE FOREST, No. 4065, O. Ditson.
 Mendelsohn, MARCH FROM "ATHALIA," No. 3156, J. Fischer.
 Mendelsohn, THANKS BE TO GOD, No. 2534, M. Witmark.
 Morley, APRIL IS IN MY MISTRESS' FACE, No. 1, Galaxy.
 Palestina, ADORAMUS TE, No. 6091, G. Schirmer.
 Palestina, O, COME LET US WORSHIP, No. 1136, E. C. Schirmer.
 Palestina, O, HOLY FATHER, INFINITE IN MERCY, No. 1137, E. C. Schirmer.
 Pergolesi, GLORY TO GOD IN THE HIGHEST, No. 370, E. C. Schirmer.
 Pinsuti, ELDORADO, No. 528 (Novello), H. W. Gray.
 Protheroe, SONG OF THE MARCHING MEN, No. 1016, Rachmaninoff, TRIUMPH, THANKSGIVING, No. 309, E. C. Schirmer.
 Rathbone, DREAM SONG, No. 1056 (Novello), H. W. Fitzsimons, Gray.
 Sarti, FAR, FAR AWAY FROM YOU, No. 176, C. C. Birchard.
 Schaeffer, POP! GOES THE WEASEL, No. 2509, M. Witmark.
 Sinigaglia, ALL HAIL, O MAY, No. 310, E. C. Schirmer.
 Stainer-Bell, JUST AS THE TIDE WAS FLOWING, No. 130, Galaxy.
 Taylor (arr.), WAKE THEE, NOW, DEAREST, No. 6419, J. Fischer.
 Thiman (arr.), O, NO JOHN, No. 1052 (Novello), H. W. Gray.
 Tchaikowsky, A LEGEND, No. 9038, G. Schirmer.
 Vittoria, O MAGNUM MYSTERIUM, No. 1177, E. C. Schirmer.
 Vittoria, O THOU JOY OF LIVING HEARTS, No. 1125, E. C. Schirmer.
 Wagner-Buck, WITH GLORY CLAD, No. 9019, G. Schirmer.
 Wilby, ADIU, SWEET AMARILLIS, No. 38 (Novello), H. W. Gray.
 Williams (arr.), JUST AS THE TIDE WAS FLOWING, No. 130, Galaxy.
 Mixed Voices—Five or More Parts
 Medium Difficulty
 Blech (arr.), TWEEN THE MOUNT AND THE DEEP VALE, S-A-T-T-B, No. 395, E. C. Schirmer.
 Cui, CLOUD MESSENGERS, Double Chorus, No. 398, E. C. Schirmer.
 Cue, RADIANT STARS, ABOVE THE MOUNTAIN GLOWING, S-A-T-T-B, No. 315, E. C. Schirmer.
 Feretti-Maliniero, NAPOLITANA, S-A-T-T-B, No. 409, C. C. Birchard.
 Gibbons-Wiseman, HOSANNA TO THE SON OF DAVID, S-S-A-A-T-B, No. 955, C. C. Birchard.
 Gibbons-Stoessel, THE SILVER SWAN, S-A-T-T-B, No. 321, C. C. Birchard.
 Horton-Cain, PRETTY LITTLE MISS, Double Chorus, No. 53, Hoffman.
 Loomis-Mitchell, THE SUN WORSHIPPERS, Quartet and Chorus, No. 82, C. C. Birchard.
 Matthews, THE SHEPHERD'S HOLIDAY, S-A-A-T-T-B, No. 7570, G. Schirmer.
 Morley-Wiseman, FIRE, FIRE MY HEART, S-S-A-T-B, No. 953, C. C. Birchard.

Morley-Benson, NOW IS THE MONT OF MAYING, S-A-T-T-B, No. 80 (Novello), H. W. Gray.

Morley-Wiseman, SING WE AND CHANT IT, S-S-A-T-B, No. 951, C. C. Birchard.

Morley, SHOOT, FALSE LOVE, I CARE NOT, S-S-A-T-B, No. 1141, E. C. Schirmer.

Sullivan, Choruses from "THE YEOMAN OF THE GUARD," Double Chorus, No. 1181, E. C. Schirmer.

Sullivan, I HEAR THE SOFT NOTE (Patience), S-S-A-T-T-B, No. 1113, E. C. Schirmer.

Wagner, CHORUS AND FINALE FROM "DIE MEISTERSINGER VON NURNBERG," Double Chorus, No. 1618, E. C. Schirmer.

Silbey-Wiseman, FLORA GAVE ME FAIREST FLOWERS, S-S-A-T-B, No. 950, C. C. Birchard.

Difficult

Bach, HERE YET AWHILE (St. Matthew Passion), Double Chorus No. 2531, M. Witmark.

Bach, IF BY HIS SPIRIT, S-S-A-T-B, No. 7605, G. Schirmer.

Blech (arr.), THY MOUTH, FAIR MAID IS A ROSE-BUD RED, S-S-A-T-T-B, No. 394, E. C. Schirmer.

Elgar, MY LOVE DWELT IN A NORTHERN LAND, S-A-A-T-T-B-B, No. 585 (Novello), H. W. Gray.

Gretchaninoff-Cain, CHERUBIM SONG, Double Chorus, No. 12, R. Hoffman.

Hasler-Cain, LOVE'S CAPTIVE, Double Chorus, No. 17, R. Hoffman.

Morley-Soessel, MY BONNY LASS SHE SMILETH, S-A-T-B-B, No. 322, C. C. Birchard.

Rachmaninoff, O WORSHIP THE LORD, Double Chorus, No. 146, C. C. Birchard.

Rachmaninoff, OUR GOD WILL WE PRAISE, Double Chorus, No. 22, C. C. Birchard.

Sear (arr.), THE SHEPHERDESS NANETTE, S-S-A-T-B-B, Sop. Solo, No. 2585, M. Witmark.

Tschaikowsky, HOW BLEST ARE THEY, Double Chorus, No. 1138, E. C. Schirmer.

Mixed Voices—Soprano, Alto, Bass

Abt, COUNTRY FAIR WALTZ SONG, No. 96, Silver, Burdett.

Arnold (arr.), THE FOGGY DEW, No. 811, C. C. Birchard.

Bliss, RAINDROPS AND SNOWFLAKES, No. 10, R. Hoffman.

Brahms, BIRTH OF JOY, No. 4479, J. Fischer.

Bryant, MAYDAY DANCE, No. 6512, J. Fischer.

Browne, INDIAN DANCE, No. 3548, J. Fischer.

Christopher, MEXICAN BOAT SONG, No. 26, R. Hoffman.

Dett-Nash, LISTEN TO THE LAMBS, No. 7337, G. Schirmer.

Foster, SWINGING, No. 4748, J. Fischer.

Gest, RIVER NILE, No. 20319, T. Presser.

Kountz-Nash, THE SLEIGH, No. 7336, G. Schirmer.

Lester (arr.), IN THE GARDEN, No. 5669, J. Fischer.

Loomis (arr.), FLOWING RIVER, No. 816, C. C. Birchard.

McKinney, DE SAN' MAN'S SONG, No. 4779, J. Fischer.

Pitcher (arr.), TURN YE TO ME, No. 820, C. C. Birchard.

Reddick (arr.), SWING LOW SWEET CHARIOT, No. 5340, J. Fischer.

Repper (arr.), BONNY PORTMORE, No. 819, C. C. Birchard.

Rhys-Herbert, SEE THE HARVEST MOON, No. 3614, J. Fischer.

Rhys-Herbert, THE WOODLAND CALLS, No. 4740, J. Fischer.

Schubert, HARK! HARK! THE LARK, No. 557, C. C. Birchard.

Silver (arr.), A-HUNTING WE WILL GO, No. 3648, J. Fischer.

Speaks-Curtis, MY HOMELAND, No. 7361, G. Schirmer.

Spoforth, HAIL SMILING MORN, No. 278, Silver, Burdett.

Stultz, JOLLY TARS, No. 20296, T. Presser.

Sullivan-Baldwin, THE LOST CHORD, No. 2517, M. Witmark.

Sullivan, SAILOR SONG, No. 569, C. C. Birchard.

Taylor, MAY DAY CAROL, No. 4874, J. Fischer.

Weber, HUNTSMAN'S CHORUS, No. 10, Silver, Burdett.

Two Part Unchanged Voices

Bryant, MAYDAY DANCE, No. 6510, J. Fischer.

Dunhill (arr.), GOLDEN SLUMBERS KISS YOUR EYES, No. D2 (Oxford University Press), C. Fischer.

Dunhill (arr.), THE FARMER'S BOY, No. D 36 (Oxford University Press), C. Fischer.

Dunhill (arr.), THE HARP THAT ONCE THRO' TARA'S HALLS, No. A. D. 29 (Oxford University Press), C. Fischer.

Dunhill (arr.), THE MOON SHINES BRIGHT, No. A. D. 20 (Oxford University Press), C. Fischer.

Dunhill (arr.), OH! BREATHE NOT HIS NAME, No. D. 30 (Oxford University Press), C. Fischer.

Dunhill (arr.), THE PIPER OF DUNDEE, No. A. D. 27 (Oxford University Press), C. Fischer.

Dunhill (arr.), SIGH NO MORE, LADIES, No. A. D. 11 (Oxford University Press), C. Fischer.

Dunhill, TELL ME WHERE IS FANCY BRED?, No. 180, C. Fischer.

Davies, INFANT JOY, No. 42 (Novello), H. W. Gray.

Dvorak, THE RING, No. 4781, G. Schirmer.

Forsyth, I KNOW THEY'LL SHINE AGAIN, No. 225 (Novello), H. W. Gray.

Holst, HAPPY BIRDS, No. 12657, D. Ditson.

Ireland, AUBADE, No. 6 (Novello), H. W. Gray.

Mendelssohn, I WAITED FOR THE LORD, No. 516, C. C. Birchard.

Moffat, MARY OF ARGYLE, No. 161, Schmidt.

Morley, GO YE, MY CANZONETS, No. 1, Galaxy.

Morley, I GO BEFORE MY CHARMER, No. 324, E. C. Schirmer.

Pitcher (arr.), BENDEMEER'S STREAM, No. 800, C. C. Birchard.

Purcell, THE MOON REAPPEARS, No. 406, E. C. Schirmer.

Purcell, SHEPHERD, SHEPHERD, No. 435, E. C. Schirmer.

Reinecke, THE FOUNT OF MUSIC, No. 52 (Novello), H. W. Gray.

Schubert, SONG OF NIGHT, No. 165, Schmidt.

Schubert, THE TROUT, No. 558, C. C. Birchard.

Scotch Folk-Song, RANTIN' ROVIN' ROBIN, No. 1019, E. C. Schirmer.

Taylor, MAY DAY CAROL, J. Fischer.

Tschaikowsky, DAWN, No. 5960, G. Schirmer.

Whittaker (arr.), CHARLIE IS MY DARLING, No. D5, (Oxford University Press), C. Fischer.

YEO, SIR, No. D6 (Oxford University Press).

Girls' Glee Club, Three Parts

Arne-Baldwin, LASS WITH THE DELICATE AIR, No. 2518, M. Witmark.

Arne, UNDER THE GREENWOOD TREE, No. 4960, G. Schirmer.

Bantock, O CAN YE SEW CUSHIONS, No. 9 (Novello), H. W. Gray.

Boyce, CORINNA, No. 27 (Novello), H. W. Gray.

Brahms, LULLABY, No. 420, C. C. Birchard.

Brahms-Page, THE SANDMAN, No. 906, C. C. Birchard.

Branscombe, MAY DAY DANCING, Galaxy.

Bridge, THE FAIRY RING, No. 202 (Oxford University Press), C. Fischer.

Busch, A MAY SONG, No. 18, H. W. Gray.

Busch, SPRING, No. 3023, Fitzsimons.

Candlyn (arr.), SKYE BOAT SONG, No. 256, H. W. Gray.

Cox, SONG OF THE HUNT, No. 402, E. C. Schirmer.

Dalmaine, BEG-INNISH, No. 1132, C. C. Birchard.

Davies, THE SHEPHERD, No. 26 (Novello), H. W. Gray.

Davies, A SONG OF REST, No. 110 (Novello), H. W. Gray.

Davis (arr.), THE DAY OF THE FAIR, No. 833, E. C. Schirmer.

Davis (arr.), THE COBBLER'S JIG, No. 490, E. C. Schirmer.

Davis (arr.), PATAPAN, No. 1052, E. C. Schirmer.

De Koven, THE NAUGHTY LITTLE CLOCK, No. 35029, T. Presser.

Delibes-Aslanoff, PASSEPIED, No. 7586, G. Schirmer.

di Capua, MARIA, MARIA!, No. 320, C. C. Birchard.

di Capua, WHEN DAWNING SPRINGTIME, No. 368, C. C. Birchard.

Donovan, LE BEAU GALANT, No. C.1, (Oxford University Press), C. Fischer.

Dunhill, BY DIMPLED BROOK, No. 1129, C. C. Birchard.

Dunhill, LITTLE GIPSY DANDELION, No. 214, C. Fischer.

Elgar, AS TORRENTS IN SUMMER, No. 8 (Novello), H. W. Gray.

Elgar, FLY, SINGING BIRD, No. 307 (Novello), H. W. Gray.

Elgar, MY LOVE DWELT IN A NORTHERN LAND, No. 461 (Novello), H. W. Gray.

Elgar, THE SNOW, No. 306 (Novello), H. W. Gray.

Fletcher, COME LASSES AND LADS, No. 71441, E. C. Schirmer.

Fletcher, OH, THE MERRY MAY, No. 48 (Novello), H. W. Gray.

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Fletcher, THE GALWAY PIPER, No. 404, E. C. Schirmer.
Finlay (arr.), THE FLOWERS OF EDINBURGH, No. 1260, C. Fischer.
Gardiner (arr.), HOW SHOULD I YOUR TRUE LOVE KNOW, No. 456 (Novello), H. W. Gray.
German, O PEACEFUL NIGHT, No. 52 (Novello), H. W. Gray.
German, ORPHEUS WITH HIS LUTE, No. 10 (Novello), H. W. Gray.
German Folk Song, GUTE NACHT, No. 819, E. C. Schirmer.
Ghys-Page, AMARYLLIS, No. 858, C. C. Birchard.
Gounod, SING, SMILE, SLUMBER, No. 75, C. C. Birchard.
Gretchaninoff-Aslanoff, SLUMBER SONG, No. 7510, G. Schirmer.
Handel, ASK IF YON DAMASK ROSE, No. 187, Galaxy.
Harwood (arr.), AN OLD MAN CAME COURTING ME, No. 524 (Oxford University Press), C. Fischer.
Holst, O SWALLOW, SWALLOW, No. 36 (Novello), H. W. Gray.
Lefebvre, LOVE IN BRITTANY, Galaxy.
Lefebvre, SNOW, Galaxy.
Lester (arr.), COSSACK LULLABY, No. 3012, Fitz-Simons.
Mendelsohn, LIFT THINE EYES, No. 1017, E. C. Schirmer.
Molloy, KERRY DANCE, No. 7, C. C. Birchard.
Mozart, BEHOLD THE GOLDEN SUN UP SOARING, No. 1043, E. C. Schirmer.
Pinsuti, WELCOME PRETTY PRIMROSE, No. 260, C. C. Birchard.
Purcell, COME UNTO THESE YELLOW SANDS, No. 1007, E. C. Schirmer.
Purcell, IN THESE DELIGHTFUL PLEASANT GROVES, No. 90 (Novello), H. W. Gray.
Saar (arr.), TAMBOURIN, M. Witmark.
Sadler-Taylor, FA LA NANA BAMBIN, N. Y. 489, G. Ricordi.
Scott, DON'T COME IN SIR PLEASE, Galaxy.
Scott, WHERE BE GOING, Galaxy.
Shields, I'M OWRE YOUNG TO MARRY YET, No. 213, C. Fischer.
Stanford, THE PEACEFUL WESTERN WIND, No. 203 (Oxford University Press), C. Fischer.
Thompson, CHARMING CHLOE, No. 299, C. Fischer.
Tchaikowsky, LEGENDE, No. 7157, G. Schirmer.
Valerent, WINTER SONG, No. 489, E. C. Schirmer.
Warlock, REST, SWEET NYMPHS, No. 403, E. C. Schirmer.
Weaver, MOON MARKETING, No. 7425, G. Schirmer.
Weelkes, CEASE SORROWS, NOW, No. 835, E. C. Schirmer.
Weelkes, THE NIGHTINGALE, No. 1008, E. C. Schirmer.
Weelkes, STRIKE IT UP TABOR, No. 836, E. C. Schirmer.
Wilbye, WEEP, O MINE EYES, No. 841, E. C. Schirmer.
Wood, THE STARLINGS, No. 201, C. Fischer.
Girls' Glee Club, Four Parts
Alward, BELOVED IT IS MORN, No. 5000, Chappell-Harms.
Andrews, JOHN PEEL, No. 235, H. W. Gray.
Chadwick, MARY'S LULLABY, No. 478, Schmidt.
Delaney, IN YOUTH IS PLEASURE, No. 1030, E. C. Schirmer.
Del Riego, HAPPY SONG, No. 5003, Chappell-Harms.
Del Riego, SLAVE SONG, No. 5011, Chappell-Harms.
Dickinson, MUSIC, WHEN SOFT VOICES DIE, No. 127, H. W. Gray.
Fanning, MILLER'S WOOING, No. 4744, G. Schirmer.
Ferrari, LULLABY, No. 114, H. W. Gray.
Gastoldi, SOLDIERS BRAVE AND GALLANT BE, No. 321, H. W. Gray.
Gretchaninov, A SONG OF SPRING, No. 530 (Oxford University Press), C. Fischer.
Hill (arr.), THE BUTTERFLY FOLLOWS THE CANDLE, No. 836, C. C. Birchard.
Hill (arr.), I AM NOT SO BAD, No. 834, C. C. Birchard.
Hill (arr.), WHILE ROLLING MY BALL, No. 835, C. C. Birchard.
Huntley, O LAWD, LOOK DOWN, No. 7261, G. Schirmer.
Kernochan, SLEEP OF SUMMER, No. 6066, G. Schirmer.
Kjerulff-Rees, LAST NIGHT, No. 221, G. Schirmer.
Knox, ROCKIN' TIME, No. 3130, J. Fischer.
Leoni, THE BROWNIES, Boosey.
Mac Farren, YOU STOLE MY LOVE, No. 304, H. W. Gray.
Mac Dowell, SUMMER WIND, No. 372, Schmidt.
Moniuszko-McKinney, THE COSSACK, No. 6137, J. Fischer.
Morley, NOW IS THE MONT OF MAYING, No. 478, H. W. Gray.
Neidlinger, ROCKIN' IN DE WIN', No. 10638, T. Presser.
Neidlinger, SWEET MISS MARY, No. 10640, T. Presser.
Nesbet, MY NUT BROWN MAIDEN, No. 842, Schmidt.
Pinsuti, WELCOME PRETTY PRIMROSE, No. 6000, G. Schirmer.
Schubert, THE LORD IS MY SHEPHERD, No. 180, C. C. Birchard.
Schumann, SPANISH TAMBOURINE, No. 487, C. C. Birchard.
Schumann, THE RETURN, No. 13538, O. Ditzon.
Schumann, THE SOLDIER'S BRIDE, No. 387, H. W. Gray.
Spross, WILL-O'-THE-WISP, No. 35002, T. Presser.
Stebbins, FAIRY PIPERS, No. 1224, Boosey.
Sullivan, THE LONG DAY CLOSES, No. 476, H. W. Gray.
Taylor, EVERYTHING HAS ITS TIME, No. 4886, J. Fischer.
Taylor (arr.), MAY DAY CAROL, No. 4878, J. Fischer.
Wagner, SPINNING CHORUS, No. 62, C. C. Birchard.
Whittaker (arr.), SUMMER IS I-CUMIN IN, No. 1479 (Oxford University Press), C. Fischer.
Boys' Glee Club
Two Part—(Tenor—Bass)
Auber, BROTHERHOOD OF MAN, No. 827, C. C. Birchard.
Brahms, LULLABY, No. 158 (Novello), H. W. Gray.
Clay, GYPSY JOHN, No. 576, C. C. Birchard.
Loomis (arr.), THREE DOVES, No. 584, C. C. Birchard.
Shield-Stevens, ROBIN HOOD, No. 138, C. C. Birchard.
Three Part—(Tenor—Bass—Bass)
American Folk Song, ARKANSAS TRAVELER, No. 830, C. C. Birchard.
Baldwin (arr.), JOHN PEEL, No. 2521, C. C. Birchard.
Bayley, LONG, LONG AGO, No. 828, C. C. Birchard.
di Capua, WHEN DAWNING SPRINGTIME, No. 831, C. C. Birchard.
Forsyth, TELL ME NOT OF A LOVELY LASS, No. 428, H. W. Gray.
Ghys-Pitcher, AMARYLLIS, No. 858, C. C. Birchard.
Protheroe, SONG OF THE MARCHING MEN, No. 4031, Fitz-Simons.
Roberts, THE WOLF, No. 2, Hoffman.
Tchaikowsky-Clark, SONG OF THE DESERT, No. 1, Hoffman.
Wilson, THE KING OF FRANCE, No. 4503, Lorenz.
Four Part and Quartet
Andrews, JOHN PEEL, No. 31, H. W. Gray.
Andrews, MARCH OF THE MEN OF HARLECH, No. 336, H. W. Gray.
Andrews, MY LOVE SHE'S BUT A LASHE YET, N. Y. 643, G. Ricordi.
Andrews, THE CAMPBELLS ARE COMIN', Galaxy.
Andrews, THERE WAS A LAD WAS BORN IN KYLE, N. Y. 666, G. Ricordi.
Arensky, MYSTIC STARS, No. 51, E. C. Schirmer.
Baas, FLAG OF OUR FATHERS, No. 407, C. C. Birchard.
Bach, GRANT US TO DO WITH ZEAL, No. 29, E. C. Schirmer.
Bartholomew, HOODAH DAY, No. 16, G. Schirmer.
Bartholomew, THREE CHANTEYS, No. 7, G. Schirmer.
Bornschein, INVICTUS, No. 425, C. C. Birchard.
Bortniasky, LO, A VOICE TO HEAVEN SOUNDING, No. 532, E. C. Schirmer.
Brahms-Patterson, LITTLE MAID HAS LIPS OF ROSE, N. Y. 863, G. Ricordi.
Brahms, SUBIAN FOLK SONG, No. 31, E. C. Schirmer.
Brahms-Watkins, WIEGENLIED, Galaxy.
Brockway, THE NIGHTINGALE, No. 306, H. W. Gray.
Burleigh (arr.), HO, HO! MY NUT-BROWN MAIDEN, N. Y. 847, G. Ricordi.
Cain (arr.), BENDEMEER'S STREAM, No. 45, R. Hoffman.
Camilieri, I ONLY HEAR THE SIMPLE VOICE, No. 394, H. W. Gray.
Candid, SONG OF THE JOLLY ROGER, No. 50496, J. Curwen.
Clay, GYPSY JOHN, No. 12127, O. Ditzon.
Cornelius, THE RIDER'S SONG, No. 426, H. W. Gray.
Diack, FAREWELL TO HOMELAND, No. 1588, C. Fischer.
GOOD-NIGHT.
Dickinson, MUSIC, WHEN SOFT VOICES DIE, No. 128, H. W. Gray.
Dyrssen, RIO GRANDE, No. 540, C. C. Birchard.
Emery (arr.), THE JOLLY SHEPHERD, No. 418, H. W. Gray.

Engel (arr.), VOLGA BOATMEN, No. 517, C. C. Birchard.
 Forsyth, TELL ME NOT OF A LOVELY LASS, No. 159, H. W. Gray.
 German, O PEACEFUL NIGHT, No. 370 (Novello), H. W. Gray.
 German, ROLLING DOWN TO RIO, No. 551, H. W. Gray.
 Gibson, THE DRUM, No. 14356, G. Schirmer.
 Greaves (arr.), THE FARMER'S BOY, No. 623 (Oxford University Press), C. Fischer.
 Guion, HOW DY DO, MIS' SPRINGTIME, No. 1936, M. Witmark.
 Guion-Rieger, ALL DAY ON THE PRAIRIE, No. 7571, G. Schirmer.
 Guton, GREATEST MIRACLE OF ALL, No. 7149, G. Schirmer.
 Homer, BANJO SONG, No. 7051, G. Schirmer.
 Holst, SWANSEA TOWN, No. 61088, E. C. Schirmer.
 Lemare-Pitcher, NIGHT SONG, No. 873, C. C. Birchard.
 Morley, NOW IS THE MONTH OF MAYING, No. 22, E. C. Schirmer.
 Morley, MY BONNY LASS, No. 29, E. C. Schirmer.
 Palestrina, O BONE JESU, No. 527, E. C. Schirmer.
 Pitcher (arr.), DRINK TO ME ONLY WITH THINE EYES, No. 845, C. C. Birchard.
 Pitcher (arr.), FOUR SPECIAL ARRANGEMENTS FOR BOYS' GLEE CLUB, No. 285, C. C. Birchard.

Pitcher (arr.), VARMELAND, No. 560, C. C. Birchard.
 Poniatowski-Page, THE YEOMAN'S WEDDING SONG, No. 236, C. C. Birchard.
 Protheroe, SHADOW MARCH, No. 104, Boston Music Co.
 Protheroe, SONG OF THE MARCHING MEN, No. 4004, FitzSimons.
 Purcell-Burleigh, PASSING BY, No. 754, G. Ricordi.
 Schaffer, TURKEY IN THE STRAW, No. 2573, M. Witmark.
 Scott, GYPSY LIFE, No. 462, Schmidt.
 Scott, OLE UNCLE MOON, No. 13480, O. Ditson.
 Speaks, WERE I A KING, No. 7080, G. Schirmer.
 Spence, KEEN THE AIR, No. 183, T. Presser.
 Sullivan-Pitcher, POPLAR TREE FROM "PIRATES OF PENZANCE," No. 874, C. C. Birchard.
 Taylor, EVERLESS LOVE, No. 274, H. W. Gray.
 Thiman (arr.), O, NO, JOHN, No. 618 (Novello), H. W. Gray.
 Treharne, REUBEN RANZO, No. 490, C. C. Birchard.
 Watkins (arr.), SHALL I, WASTING IN DESPAIR, Galaxy.
 Williams (arr.), THE JOLLY PLOUGHBOY, No. 448 (Novello), H. W. Gray.
 Wood, HOB A DERRY DANNO, No. 217, E. C. Schirmer.
 Zeiner (arr.), RIDE ON, MOSES, No. 7537, G. Schirmer.

Picture Study For 1932-1933

Prepared by Miss Cora E. Morris, State Rural Supervisor, Southwest Missouri.

I

Selections and Unit Plan for the Study

Escaped Cow	September
The Pastry Eaters	October
The Mill Pond	October
The Gleaners	November
Sistine Madonna	December
Icebound	January
Baby Stuart	February
Flower Girl of Holland	March
Fog Warning	April
Artist and Her Daughter—or Mme. Le Brun and Her Daughter	—April

How to Look at Pictures

"You must look at pictures studiously, earnestly, honestly. It will take years before you come to a full appreciation of art; but when at last you have it, you will be possessed of the purest, loftiest and most ennobling pleasures that the civilized world can offer you."

John C. Van Dyke.

Aim: To develop the following quotation,
 "A room hung with pictures is a room hung with thoughts."

J. Reynolds.

References for Children:

"Great Pictures and Their Stories" by Lester, or "Stories Pictures Tell." Carpenter, Books I to VIII. Order from E. M. Carter, Sec. Pupils Reading Circle.

II

Suggestive Technique for the Unit of Work

Music and art have many of the same characteristics. Pictures, like music, create emotions. Music selections add to the spirit and atmosphere of the picture. Interest may be keenly stimulated by playing portions of various selections and the children asked to choose the one best suited to the picture.

A line of poetry, a verse, or a whole poem helps greatly when studying pictures; for often the poet says in words and sentences the very thing the artist says with lines and color;

for example, read "Pippa Passes" by Browning with "The Song of the Lark." "Boats Sail on the River" by Rossetti with "The Windmill."

Related activities, may be carried out as seat work activities or as projects for the art class. With little children the "acting out" of the picture is a real joy. It is the effort on the part of the child to reproduce the pose and action that is of value.

Color in Pictures

We live in a world of color and the more colors one knows the more colors one sees. To learn something of color and the color-names, write any school supply house for sample pads of colored paper which contain 72 different colors with names attached. Study these and learn to name the hues, tints and shades, and then look for them in pictures and surroundings. Next learn the position of color in the "Color Wheel" which places colors in relation to each other just as the music scale places tones in relation to each other.

Important Color Harmonies or Combinations of Colors

1. The monochromatic or one-color harmony in which two or more tones of the same hue are used, "Boy With Rabbit (yellows—light yellow, yellow, dark yellow, darker yellow, which is tan, etc.), "Solemn Pledge" (blues—white, light blue, blue, darker blue, etc.).
2. Analogous or "neighboring" color harmony, when colors next to each other in the color wheel are used together as, yellow and green, or orange and yellow, "On the Stairs" (red, red orange, orange, yellow or a nge, etc.), "On the French Coast" (same colors), "Blue Boy" (light blue, blue, blue green, dark blue green, etc.), "After a Summer Shower" (yellows—light yellow, light yellow green, light green, dark green, darker green, etc.).

3. Complementary or opposite harmony using, with a dominant color, a touch of the color at the opposite side of the color wheel, (complementary means completing the color wheel, for the two colors named contain the three primary colors) as violet and yellow, blue and orange; "Song of the Lark" (rising sun above green trees), "Northern Sunrise" (sky against water), "icebound" (shadows under trees). Many times the eye cannot detect these harmonies even when looking for them till it becomes trained to see and recognize colors.

When once a color or a harmony is found in a picture, it will readily be noticed in something out-of-doors; clouds, shadows, colors of a landscape in sunshine, or a shadow. When an expression or a pose is discovered in a picture, it will be noticed in people and children about one. This is only one of the great values of studying pictures, namely, when we learn to see beauty in a picture we can find this same beauty in our surroundings.

III

UNITS OF WORK FOR EACH STUDY

The Escaped Cow

(Julien Dupré, French Artist 1851-1910)

Related Music:

"The Dairy Maids" ----- James Slocum
"The Farm Yard" ----- Folk Song

Related Poetry:

"When the Cows Come Home"

----- Mary E. Nealey
"Little Brown Hands" --- Mary H. Krout
"Milk Jug" ----- Oliver Herford

"In the Days When the Cattle Ran"

----- Hamlin Garland

"A Cow At Sullington" ----- C. Dolmon

"The Cowboy" ----- J. Antrobus

"Evening at the Farm" ----- Trowbridge

Related Activities:

Make a pasture scene on the sand table.

Cut out a cow running.

Paint a farm scene.

The Escaped Cow

(Fourth Grade)

What a glorious way to begin the day! The morning chores must be done before the work of the day begins!

Boys and girls who live in the cities know little about farm life and the grand times boys and girls in the country have while their city cousins are asleep.

This picture shows a farm scene in France. It is early in the morning. The sun has just begun to light up the eastern sky.

See the race between the boy and the cow! It looks as if he is trying to make her go back to the rest of the herd. He will have a hard chase!

The other cows are resting quietly. Some are still lying where they spent the night. What do you imagine they are doing? You think they could be enjoying their cud?

The milkmaid is busy filling her pail. She does not seem to notice the boy and cow hurrying across the field.

See how the artist has put action into the objects in the foreground. Every move each is making sends them forward.

Notice the boy's shoes. They are not like ours. His are made of wood. Little boys

and girls in France wear them most of the time.

The artist had painted the picture with all the lines level with the ground. Look at the way he has drawn the back and the tail of the cow to correspond with the level of the landscape.

By George E. Kohrman,
Rural Teacher,
Owensville, Mo.

Pastry Eaters

(Murillo, Spanish 1616-1682)

"The picture carries a happy-go-lucky mood which makes it popular. Perhaps it reflects a mood of the great master himself, glad to escape, occasionally, from the company of Madonnas, saints, and the angels and to take pot-luck with common folks, where even boys are welcome."

Related Music:

"Rondino on Theme" ----- Beethoven
"A Song Without Words" ----- Just

Related Poetry:

"Oft in unexpected places
I detect far-wandered graces,
Which from Eden wide astray,
In lowly homes have lost their way."

Emerson.

"Children" ----- Chas. M. Dickinson

Related Activities:

Draw fruit using crayons.

Paint fruit.

Cut the kinds of fruit that grow in Spain.
Make a large basket and fill with fruit.

Make a fruit border.

Model in clay grapes and other fruit.
Write the names of all kinds of pie you like

to eat.

Pose the picture.

Analogous color harmony, orange and yellow.

The Mill Pond

(George Inness, American Artist, 1824-1895)

Related Music:

"Autumn" ----- Moszkowski
"Symphony"---No. 5, in C Minor --Beethoven
"The Mill Wheel" -----

Related Poetry:

"October's Bright Blue Weather"
----- Helen Hunt Jackson
"Trees" ----- Joyce Kilmer
"Glimpse in Autumn" -- Jean S. Untermeyer
"Keepsake Mill" ----- R. L. Stevenson
"Autumn Leaves" ----- Angelina Wray
"The Water Mill" ----- Sarah Doudney
"A Vagabond Song" ----- Carmen

Related Activities:

Paint a pond showing reflections.

With crayon draw an oak tree.

Paint a stormy sky using water colors.

Make a boat that will float on the water.

Find pictures of old water-wheels.

Visit an old water-mill.

Make a collection of pictures by Geo. Inness.

(Note the similarity in them.)

Complementary color harmony,—blue and orange, red and green.

Interpretation of "The Mill Pond" by Henry Turner Bailey

In Colonial days, when mechanical power was scarce in the new country—no steam, no electricity—every brook and little river that

could be used was put to service. A dam was constructed at a point where the water could be collected above it, in sufficient quantity to produce a fall capable of turning a mill wheel. These little mill ponds are frequently a fascinating beauty. The old mill dropping into decay, the dark mill race, the surrounding trees reflected in the still water, with perhaps a boy fishing from a skiff or half hidden in the shrubbery of the bank, are elements almost certain to form a memorable picture.

Inness has made one such mill pond forever memorable, because he saw it not only beautiful but as significant. All such ponds are memorials of the past. They illustrate early history in charming fashion. They are beautiful evidences of a vigorous life now gone forever. That is why he chose the fall of the year as the time to see this pond, placed in the foreground the fallen bore of an old beech tree, and bathed it in the fading evening light. **How the forms of things are suggested rather than represented!** They are passing into night, into dreamland, touched with the last rays of the setting sun, turning the brown leaves in the foreground to glittering gold, the red leaves of the oak to glowing flame.

The composition lines are those of dignity and peace—a few vertical and many horizontal. The only emphatic curve is the convex lines of the top of the vigorous young oak tree. The tree will continue to grow beside the still waters. Life goes on.

The color scheme is a daring combination of two pairs of complementary scales, blue and orange, red and green. The warmer tones are dominant. To give greater brilliancy to the effect, Inness has added touches from the gray scale, from brilliant white to jet black.

Nature takes on fresh charm and richer meaning with human cooperation. She appropriates and over-shadows what man does so that beauty always appears "along the pathway where walk the feet of earnest and brave men." The artist sees that, and reports it to us that we may share his joy.

Related poem for "Mill Pond"

Keepsake Mill

"Over the borders, a sin without pardon,
Breaking the branches and crawling below,
Out through the breach in the wall of the
garden,
Down by the banks of the river, we go.

Here is the mill with the humming of thunder,
Here is the weir with the wonder of foam,
Here is the sluice with the race running under—
Marvelous places, though handy to home.

Sounds of the village grow stiller and stiller,
Stiller the note of the birds on the hill;
Dusty and dim are the eyes of the miller,
Deaf are his ears with the moil of the mill.

Years may go by, and the wheel in the river
Wheel as it wheels for us, children, today,
Wheel and keep roaring and foaming forever
Long after all of the boys are away.

Home from the Indies and home from the
ocean,
Heroes and soldiers we all shall come home;

Still we shall find the old mill wheel in motion,
Turning and churning that river to foam.

You with the bean that I gave when we
quarrelled,
I with marbles of Saturday last,
Honored and old and all gaily apparelled,
Here we shall meet and remember the past.

Robert Louis Stevenson.

The Gleaners

(Jean Francis Millet, French Artist 1814-1875)
Related Music:

Chanson Triste ----- Tschaikowsky

Fifth Symphony ----- Andante, Beethoven

Related Poetry:

"Huskers" ----- John Greenleaf Whittier

"Not They Who Soar, But They
Who Plod" ----- Lawrence Dunbar

"Elegy Written in Country Church
Yard" ----- Thomas Gray

"Work" ----- Van Dyke

"In the Field" ----- Browning

Related Activities:

Draw stories of other harvest fields.

Draw pictures of corn shocks and pumpkins.

Draw other harvest scenes.

Find other pictures of people at work in harvest fields and put into booklet.

Pose the picture.

Sistine Madonna

(Raphael, Italian Artist, 1483-1520)

Related Music:

Jesu Bambino ----- Yon

Song of the Chimes ----- Worrell

"Ave Maria" ----- Shubert (V. R. No. 6691)

"Child Jesus" (Folk) ----- (V. R. No. 20442)

Related Poetry:

"Little Jesus" ----- Francis Thompson

"Cradle Hymn" ----- Isaac Watts

Related Activities:

Mix the colors found in the picture.

Collect, study and compare other pictures of the Madonna and Child.

Mount this picture into a panel for a room at home.

Make color charts showing as many pleasing combinations as you can that are found in the picture.

Icebound

(Willard Leroy Metcalf, American Artist, 1858-1925)

"Icebound? Yes; but the brook laughs and the old pines toss up their heads with a smile and a wink of the eye. Wait! Spring will come again. Yes! but why wait? 'He hath made everything beautiful in its time.' How peaceful and lovely this is right here and now. The artist has made us share his joy in it."

Related Music:

"Winter Clouds" ----- Folk Song

"Winter Longing" ----- Peterson-Berger

"Shadows" ----- Schvitte

Related Poetry:

Lines from Introduction of Part II of

"The Vision of Sir Launfal" ----- Lowell

"There Blooms No Bud in May" -----

----- Walter de la Mara

"Winter Song" ----- R. L. Stevenson

"Winter Field" ----- A. E. Copnard

"Winter Time" ----- R. L. Stevenson

"The Brook" ----- A. Lord Tennyson

Related Activities:

- Paint pine tree using a free hand brush movement.
- Make snow pictures using white chalk on blue paper.
- Make a conventionalized winter landscape of blue sky, orange snow, violet-blue shadows, and pine trees.
- Complementary color harmony,—violet and yellow.

Baby Stuart

Related Music:

- "Wand of Youth" (Suite) by Elgar -- (V. R. No. 9594)
- "Young Prince and Young Princess" (Suite) by Ramsky-Karhoff (V. R. No. 16740)
- "King Baby" ----- H. Parker
- "Baby Dear" ----- Huerter
- "Baby Stuart" ----- Bernice Frost

Related Poetry:

- "Flight of Youth" ---- Richard H. Stoddard
- "To Youth" ----- Walter Savage Landor
- "Amaryllis" (Old French) -- (V. R. No. 20169)
- "Baby" ----- George MacDonald
- "Hush a Bye Baby" ----- Mother Goose
- "Sleep, Baby, Sleep" ----- Old Lullaby

Related Activities:

- Draw a picture of a baby with a ball in his hand.
- Draw a ball with crayons.
- Make a doll's cap.
- Make a doll's dress.
- Model a ball in clay.
- Make a blue dress for a doll.
- Cut lace patterns from thin paper using surprise cutting.
- Analogous color harmony,—blue and blue green, orange and red.

Flower Girl in Holland

(George Hitchcock, American Artist)

Related Music:

- "Spring Flowers" ----- Saint Saens
- "Rosamunde Overture" ----- Schubert
- "Spring Song" ----- Mendelssohn
- "Jewels of the Madonna" ----- First Intermezzo by—Wolf-Ferrari
- "Daffodils" ----- Wordsworth
- "Bluebird" ----- Miller
- "I Love My Jean" ----- Robert Burns
- "Madonna of the Evening Flowers" ----- Amy Lowell

Related Activities:

- Plant in pots daffodils, tulips and hyacinths which will bloom at the time the picture is studied.
- Pose the picture.
- Collect pictures of the flowers found in the picture from seed catalogs.
- Make a Holland scene on the sandtable.
- Make Dutch caps of white and blue paper.
- Find on the color wheel the complementary colors used in the picture.
- Bring to school bouquets of the flowers in the picture.
- Complementary color harmony,—violet and yellow, red and green.

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Artist and Her Daughter

(Vigee-Lebrun, French Artist, 1755-1842)

Related Music:

"Adoration" ----- Borowski

Related Poetry:

Poems for Mother's Day

"My Mother Dear" ----- Samuel Lover

"Only One Mother" ----- Geo. Cooper

"A Boy's Mother" -- James Whitcomb Riley

"Somebody's Mother" ----- Unknown

"Child and Mother" ----- Eugene Field

Related Activities:

Pose the picture.

Write a letter to parents inviting them to a school exercise.

Make a list of all the duties you can do for Mother.

Write an original poem expressing your appreciation of a Mother.

Complementary color harmony.

Fog Warning

(Homer Winslow—American—1836-1910)

Related Music:

"The Storm" ----- Meale (V. R. No. 21223)

"Storm at Sea" ---- William Tell Overture

—Rossino (V. R. No. 20319)

Related Poetry:

"Building of the Ship" ----- Longfellow

"The Voice of the Sea" -- Thomas A. Aldrich

"Psalm 107" ----- Bible

"Fog" ----- Carl Sandburg

"Storm" ----- "D. H."

"The Storm" ----- Emily Dickinson

Related Activities:

Paint a big, big sea.

Draw a row boat (pencil sketching).

Make a border of waves.

Design an all-over pattern of waves.

With big brush and ink, draw the rhythmic lines used in the picture.

Mix the high light colors in the picture; the blue and soft orange; the yellow and green-yellow of the sky.

Draw a fish. Make an imaginative drawing of the bottom of the sea.

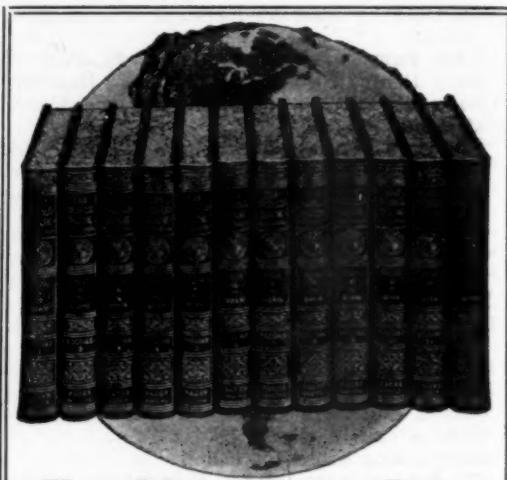
Draw the pictures without the big boat in the foreground.

Build a boat that will float.

Make border designs using a fish or boat as a motif.

Analogous color harmony,—blue and violet, orange and yellow, green and yellow.

Note: The units "fit into" the history, geography, English, etc. subject matter by quarters in the State Course of Study.



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By Cassie M. Burk, Director of Rural School Supervision.

THE ORGANIZATION, requirements and standards for the State Pupils Reading Circle are given in Courses of Study for Elementary Schools, pp. 534-536. This is an organization for more efficient reading in many fields. The list from which books may be chosen this year is given here. It is suggested that teachers file this list for future reference. These books should be ordered from E. M. Carter, Sec., State Pupils Reading Circle, State Teachers Association, Columbia, Mo.

Those books which are starred and which include the name of the publisher are not regularly handled by E. M. Carter although they, also, may be ordered through him; while they are highly recommended for the school library, they are for the most part more expensive books and are the type parents might wish to buy as gifts for their children.

GRADE I

I Literary Readers

Read any 4 literary readers suitable for grade one in addition to the adopted texts.

II Stories and Rhymes

Read any 6.

Johnny Crow's Garden, Brooke
The Farm Book, Smith
Busy Little Brownies, Banta
Children of Mother Goose, Cowles
Cotton-Tail First Reader, Smith
Cotton-Tails in Toyland, Smith
Doll Land Stories, Byington
The Fairy Primer, Banta
Little Black Sambo, Bannerman
The Singing Farmer, Tippett
The F-U-N Book, LaRue
Tale of Peter Rabbit, Potter
Adventures in Story Land, Taylor
Mother Goose Book, Bolenius and
Kellogg

Work-A-Day Doings, Serl and Evans
Work-A-Day Doings on the Farm, Serl

The Story-A-Day Book, Holt
My Reading Book, Youngquist and
Washburn

Bible Story Reader, Book I, Faris
An Airplane Ride, Read

An Engine's Story, Read
A Story About Boats, Read

At Grandfather's Farm, Read
Billy's Letter, Read

Jip and the Firemen, Read

*Stories of the Red Children, Brooks—*Ed. Pub. Co.*

*The Sandman; His Farm Stories, Hopkins—*Page*

*Chimney Corner Stories, Hutchinson—*Minton*

*Rhymes and Stories, Lansing—*Ginn*

*Sing-Song, A Nursery Rhyme Book, Rossetti—*Macmillan*

The Little Black Hen, Deihl

Kitten Kat, Dearborn

Betty and Jack, Lissom-Thonet-

Meador

The Magic Boat, Wright

Gray Kitten and Her Friends, Hall
Read It Yourself Stories, Harris
and Edmonds

Tales from Story Town, Ashton

Indian Life Series—Little Eagle,

Deming

Nature Activity Readers, Book I,

Edwards and Sherman

Little Farmers, Hardy and Hecox

Betty's Letters, Hardy and Hecox

Peggy Goes Riding, Hardy and

Hecox

Fire, Hardy and Hecox

GRADE II

I Literary Readers

Read any 4 literary readers suitable for grade two in addition to the adopted text.

II Stories and Rhymes

Read any 6.

Tom Thumb, Perrault
Bobby and Betty at Home, Dopp
Bobby and Betty at Play, Dopp
Bobby and Betty in the Country,
Dopp
Cock, the Mouse, and the Little Red
Hen, LeFevre
Dutch Twins, Perkins
Hiawatha Primer, Holbrook
In Fableland, Serl
Jack O'Health and Peg O'Joy,
Herben

Bunny Rabbit's Dairy, Blaisdell
Wag and Puff, Hardy
Under the Story Tree, LaRue
Story Folk, Suhrie and Gee
The Squirrel Tree, McElroy and
Young

Fairies of the Nine Hills, Banta
In Animal Land, LaRue
Wags and Woofie, Aldredge, Mc-
Kee

Baby Animals, Troxell and Dunn
Little World Children, Scantlebury
Fun at Sunnyside Farm, Minor
Story Fun, Suhrie and Gee
Nan and Ned in Holland, Olmstead
and Grant

Six Nursery Classics, O'Shea
The Golden Trumpets, Thompson
Nature Stories for Children, Book

I, Albright and Hall
Boy Blue and His Friends, Blais-
dell

The Adventures of Grandfather
Frog, Burgess

Stories of the Seminoles, Fairlie
Betty June and Her Friends, Ell-
ingwood

Pammy and His Friends, Troxell
Nursery Tales from Many Lands,
Skinner & Skinner

Bible Story, Book II, Faris

*The Tortoise and the Geese, Bid-
poi—Houghton

*Clever Bill Nicholson—*Doubleday*

*Rice to Rice Pudding, Smalley—
Morrow

*Peter-Pea, Grishina Givago—*Stokes*

*Karl's Journey to the Moon, Maja
Lindberg—*Harper*

*The House at Pooh Corner, Milne
—*Dutton*

*Fairy Tales, Perrault—*Dutton*

*Orchard and Meadow, Meyer—
Little

*Little Blacknose, Swift—*Harcourt*

*Skitter Cat, Youmans—*Bobb's*

Billy Gene and His Friends, Lynch
Peter's Wonderful Adventure,
Murray

Tambalo, Lide and Alison
Fleetfoot, The Cave Boy, Nida

The Tree Boys, Nida

Citizenship Readers, School Days,

Ringer and Downie

The Farm Book, Smith

Peter and Polly in Autumn, Lucia

Peter and Polly in Spring, Lucia

Peter and Polly in Winter, Lucia

Playtime Stories, Dunlop and Jones

Alice and Billy, Lissom and Meadow

Tatters, McElroy and Younge

The Snow Children, Walker

Christopher Robin, Story Book,

Milne

Fall of the Fairy Prince, McElroy

Nature Activity Readers, Book II,

Edwards and Sherman

*When the Root Children Wake Up,
Olfers and Fish—*Frederick A.
Stokes Co.*

*Spinach Boy, Lenski—*Frederick
A. Stokes Co.*

*Clear Track Ahead, Lent—*Mac-
millan*

Billy Gene's Play Days, Lynch

Cinder the Cat, Huber

GRADE III

I Literary and Fiction

Read any 4.

Japanese Fairy Tales, Book I,

Williston

Peter and Polly in Autumn, Lucia

Peter and Polly in Spring, Lucia

Peter and Polly in Summer, Lucia

Peter and Polly in Winter, Lucia

Pig Brother and Other Fables,
Richards

Poems for Reading and Memoriz-
ing, Grade III

Mother West Wind's Children,

Burgess

Merry Animal Tales, Bigham

The Poetry, Book III, Huber

Bruner, Curry

Literature for Reading and Memo-
rization, Book III, Tucker

Kipwillie, Krapp

Adventures of a Brownie, Mulock

Adventures of Reddy Fox, Burgess

East O' the Sun and West O' the

Moon, Thomsen

Story Friends, Suhrie, Gee

Peter Pan and Wendy for Boys

and Girls, Barrie

Tiny Tail and Other Stories, An-
drew, Beston, Hale

Bee, the Princess of the Dwarfs,
France

SCHOOL AND COMMUNITY

The Billy Bang Book, LaRue
Peter's Wonderful Adventure, Murphy
The Climbing Twins and Other Stories, Clark
Silver Pennies, Thompson
Bad Little Rabbit, Bigham
*I Go A-Travelling, Tippett—Harper
*I Live in a City, Tippett—Harper
Real Life Reader—New Stories and Old, Martin
Powder Puff, Peterson
Scalawag, Happin—Frederick A. Stokes Co.
*Frawg, Weaver—Frederick A. Stokes Co.
*Poodle-Oodle of Doodle Farm, Lawton and Mackall—Frederick A. Stokes Co.
Wonder Legends of Norseland, Chadwick

II History and Biography
Read any 3.
How the Indians Lived, Dearborn
Five Little Strangers, How They Came to Live in America, Schwartz
Child's Book of American History, Blaisdell, Ball
The Cave Twins, Perkins
The Tree Dwellers, Dopp
Viking Tales, Hall
Stories of Great Americans for Little Americans, Eggleston
Fifty Famous Stories Retold, Baldwin
Stories of American Pioneers, Heard, King
*Little Girl of Long Ago, White—Houghton
*Tales from Far and Near, Terry—Row
Moccassined Feet, Wolfschlager

III Geography and Travel
Read any 3.
Japanese Twins, Perkins
First Lessons in Geography, Knowlton
Around the World, Book II, Carroll
Around the World with the Children, Carpenter
Belgian Twins, Perkins
Child Life in Many Lands, Book I, Fairgrieve—Young
Geography for Beginners, Shepherd
How We Are Clothed, Chamberlain
How We Are Fed, Chamberlain
Wretched Flea, A Chinese Boy
Dutch Twins, Perkins
Old Mother West Wind, Burgess
How Other Children Live, Perdue

IV Nature, Science and Invention
Read any 4.
At the Zoo, Lewis
Book of Nature Myths, Holbrook
Journeys to Health Land, Andress
Mother West Wind's Animal Friends, Burgess
Nature Study for Boys and Girls, Book III, Craig
Our Birds and Their Nestlings, Walker
Jack O'Health and Peg O'Joy, Herben
Nature Stories for Children—Autumn, Allbright, Hall
Nature Stories for Children—Spring, Gordon and Hall
By the Roadside, Dunn and Troxell
In Field and Forest, Dunn and Troxell
The First Book of Birds, Miller
Chats in the Zoo, Weimer, Jones
Children of Our Wilds, Villinger
Light Then and Now, Lacey

V Art, Music, Civics, Morals, Customs
Read any 1.
Stories Pictures Tell, Book III, Carpenter
Why We Celebrate Our Holidays, Curtis
Bible Story Reader, Grade III
Browne's Health Book, Moulton
Great Pictures and Their Stories, Lester
New Stories (Community Life), Hardy
Nixie Bunny in Manners Land, Sindelar
Nixie Bunny in Workaday Land, Sindelar
Granny's Wonderful Chair, Brown
Citizenship Readers, The Good Citizens Club, Ringer and Downie
*Diggers and Builders, Lent—Stratford Press

GRADE IV
I Literature and Fiction
Read any 5.
Alice's Adventure in Wonderland, Carroll
Best Stories, Hardy
Hawthorne's Wonder Book, Jorli, Spyri
Just So Stories, Kipling
Pinocchio, Collodi
Poetry, Book IV, Huber, Bruner, Curry
Posy Ring, Wiggins & Smith
Really Truly Fairy Tales, Benson, Banta
Robinson Crusoe Reader, Cowles
Literature for Reading and Memorization, Book IV, Tucker
Jataka Tales, Babbit
Reading and Living, Book I, Hill-Lyman-Moore

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 Oregon Chief, Hudspeth
 The Little Swiss Wood Carver, Brandeis
 *Golden Staircase, Chisholm, Putnam
 *Max, the Story of a Little Black Bear, St. Clair—Harcourt, Brace and Co.
 My Caravan, Grover
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 American Hero Stories, Tappan
 American Explorers, Gordy
 American History Stories for Young Readers, Tappan
 Camp and Trail in Early American History, Dickson
 Child's Book of American History, Blaisdell & Ball
 Heroes of the Nations, Alshouse
 History Reader for the Elementary Schools, Revised, Wilson
 Indian Lodge Fire Stories, Linder-
 man
 Viking Tales, Hall
 Stories of American Pioneers, Heard, King
 Old Greek Stories, Baldwin
 Indian Folk Tales, Nixon, Roulet
 Winnebago Stories, LaMere—Shinn
 Pilgrim Stories, Humphrey
 History Stories for Primary Grades, Mo. Ed., Wayland
 *Annetje and Her Family, Leetch—Lothrop
 *Tommy Tucker on a Plantation, Leetch—Lothrop
 *The True Story of Benjamin Franklin, Brooks—Lothrop
 *Stories of William Tell, Marshall—Dutton
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 How the Indians Lived, Dearborn
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 Little People of the Snow, Muller
 Little Folks of Many Lands, Chance
 Japanese Fairy Tales, Book II, Williston
 How We Are Sheltered, Chamberlain
 How We Travel, Chamberlain
 The House We Live In, Carpenter
 Holland Stories, Smith
 Eskimo Legends, Snell
 Eskimo Stories, Smith
 Children of Other Lands, Allen & Robinson
 Airways, Engleman and Salmon
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 Dinty the Porcupine, Baker and Baker
 Forest Friends in Fur, McFee
 *In My Zoo, Eipper—Viking Press
 *Ekron, Lie
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 Stories Pictures Tell, Book III, Carpenter
 Courtesy Book, Dunlea
 Old Testament Stories, Grover
 Atlantic Reader, Book I
 Great Pictures and Their Stories, Book IV, Lester
 Why We Celebrate Our Holidays, Curtiss
 *High Days and Holidays, Adams, McCarrick—Dutton
 Stories of the Youth of Artists, Roberts
 Citizenship Readers, Teamwork, Dwell and Stockton
 *Clear Track Ahead, Lent—Macmillan

GRADE V

I Literature and Fiction
 Read any 5.
 Aesop's Fables, Weeks
 Bird's Christmas Carol, Wiggins
 Black Beauty, Sewell
 Arabian Nights, Entertainments, Johnson
 Andersen's Fairy Tales, Stickney Tanglewood Tales, Hawthorne
 The Little Lame Prince, Craik
 The Song of Hiawatha, Longfellow
 King of the Golden River, Ruskin
 Nurnberg Stove, La Ramee
 Poetry, Book V, Huber, Bruner, Curry
 Rab and His Friends, Brown
 Swiss Family Robinson, Wyss
 Uncle Zeb and His Friends, Frentz
 Hans Brinker of the Silver Skates, Dodge
 Literature for Reading and Memorization—Book V, Tucker
 Merry Adventures of Robin Hood, Pyle
 The Treasure of Belden Place, Cavanah
 Father Time's Gifts, Moore, Wilson
 Pinocchio, Collodi
 The Story of Naughty Kildeen, Marie, Queen of Roumania
 Me and Andy, Kelley
 Heidi, Spyri
 Water Babies, Kingsley
 The Topaz Seal, Heal
 Olaf, Lofoten Fisherman, Schram
 Little Pilgrim in Penn's Woods, Albert
 Sonny Elephant, Bigham
 Jerry and Grandpa, Wicksteed

II History and Biography
 Read any 5.
 American History Story Book, Blaisdell, Ball
 Boys and Girls in American History, Blaisdell, Ball
 Colonial Days, Gordy
 Community Life Today and In Colonial Times, Beeby
 Daniel Boone and the Wilderness Road, Bruce

Davy Crockett, Sprague
 Everyday Life in the Colonies, Stone, Fickett
 Following the Frontier, Nida
 Stories of Pioneer Life, Bass
 Martha of California, Otis
 Log Cabin Days, Blaisdell
 Mary of Plymouth, Otis
 Peter of New Amsterdam, Otis
 The Puritan Twins, Perkins
 American Hero Stories, Tappan
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 *Number Stories of Long Ago, Smith—Ginn
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 Read any 4.
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 Alaska and Canada, Kern
 Continents and Their People, North America, Chamberlain
 Great Cities of the United States, Southworth
 Representative Cities of the United States, Hotchkiss
 Sentinels of the Sea, Owen
 Kak, the Copper Eskimo, Stefansson
 *Traveling Shops; Stories of Chinese Children, Rowe—Macmillan
 *Czechoslovakia, Schott—Macmillan
 *Theras and His Town, Snedeker—Doubleday
 Wanda and Greta at Broby Farm, Palm

IV Nature, Science, Invention
 Read any 2.
 Clothes We Wear, Carpenter
 Nature Study for Boys and Girls, Fifth Grade, Craig
 Our Bird Friends and Foes, Dupuy
 Our Winter Birds, Chapman
 The Wonders of the Jungle, Book I, Ghosh
 Stories of Luther Burbank and His Plant School
 *Southern Woodland Trees, Berry—World Book Company
 *What Time Is It, Ilin—Lippincott
 *Black on White, Ilin—Lippincott

V Art, Music, Civics, Morals
 Read any 2.
 Everyday Manners, Wilson
 Bible Stories, Vol. I, Moulton
 Atlantic Reader, Book II, Condon
 Stories Pictures Tell, Book V, Carpenter
 Great Pictures and Their Stories, Book V, Lester
 Music Appreciation Reader, Book V, Kinsella
 Boys of the Bible, Snyder
 Girls of the Bible, Snyder and Trout
 *Book of Art for Young People, Conway, Conwy—Macmillan

GRADE VI

I Literature and Fiction
 Read any 6.
 Robinson Crusoe, Defoe
 Rip Van Winkle, Irving
 Heidi, Spyri
 A Dog of Flanders, Ramee
 Jungle Book, Kipling
 Legend of Sleepy Hollow, Irving
 Five Little Peppers and How They Grew, Sidney
 Moni, the Goat Boy, Spyri
 Pippin, A Little Italian Girl, Davis
 Pal O' Mine, King of the Turf, Hawks
 Poetry, Book VI, Huber, Bruner, Curry
 Some Merry Adventures of Robin Hood, Pyle
 Literature for Reading and Memorization, Book VI, Tucker
 Gulliver's Travels, Swift

SCHOOL AND COMMUNITY

King Arthur and His Knights, Pyle
 Hiawatha, Longfellow
 Little Women, Alcott
 Bird's Christmas Carol, Wiggins
 Katrinka, Haskell
 Little Men, Alcott
 Skip-Come-A-Lou, Darby
 Timothy's Quest, Wiggins
 Biography of a Grizzly, Seton
 Under the Lilacs, Alcott
 Swiss Family Robinson, Wyss
 The Prince and the Pauper, Mark Twain

Pinocchio's Visit to America, Patri
 Water Babies, Kingsley
 *Girls of Long Ago, Peters—Crowell
 Tanglewood Tales, Hawthorne
 Hans Brinker or the Silver Skates, Dodge
 *Tales of a Basque Grandmother, Carpenter—Country Life Press
 *Orange Winter, Medary—Longmans Green
 *Two Children of Type, Kent—Houghton-Mifflin
 Boy Scouts and the Oregon Trail, Martin

II History and Biography

Read any 5.

Days and Deeds One Hundred Years Ago, Stone, Fickett
 Hannah of Kentucky, Otis
 How Our Grandfathers Lived, Hart
 Pioneers of the Rockies and the West, McMurry
 Stories of Missouri, Musick
 The Texas Ranger, Gillette, Driggs
 Florence Nightingale, Richards
 The White Indian Boy, Wilson and Driggs
 When They Were Girls, Moore
 When They Were Boys, Read
 Daniel Boone of the Wilderness Road, Bruce
 Early Men of Science, Nida and Nida
 Pioneers of the Air, Gravatt
 Abraham Lincoln for Boys and Girls, Moores
 Missouri, Our State of, Walker, Hardaway
 Stories of Missouri, Musick
 *Discovery of the Old Northwest and Its Settlement by the French, Baldwin—American Book
 Overland in a Covered Wagon, Miller
 Susan of Sandy Point, Coswell
 Children of History, Later Times, Hancock
 Heroes of Science, Gottler-Jaffe

III Geography and Travel

Read any 5.

Geographical Reader of Missouri, Bratton
 Geographical Reader of Africa, Carpenter
 Geographical Reader, South America, Carpenter
 Stories of the Great West, Roosevelt
 South America, Fairbanks
 Aviation Stories, Thomson
 Sky Travel, Romer
 Panama and Its Bridge of Water, Nida
 The Wonders of the Jungle, Book II, Ghosh
 Billy and Jane, Explorers, Books I and II, Speed
 IV Nature, Science and Invention
 Read any 2.
 Birds and Bees, Burroughs
 Burgess Animal Book
 Burgess Bird Book
 Burgess Flower Book
 Nature Study for Boys and Girls, Sixth Grade, Craig
 Stories of Luther Burbank and His Plant School
 *Nature Secrets, Chambers—Atlantic
 *Plants and Their Children, Dana American Book

*Three Young Crows and Other Bird Stories, Baynes—Macmillan
 *Seashore Book for Children, Burgess—Little
 *First Book of Birds, Miller—Houghton
 Stars Through Magic Casements, Williamson
 Wonders of the Jungle, Book II, Ghosh
 *Cranes Flying South, Karazin—Doubleday Doran
 V Art, Music, Civics, Morals
 Read any 2.

Spirit of America, Patri
 Atlantic Reader, Book II
 Stories Pictures Tell, Book 6, Carpenter
 Great Pictures and Their Stories, Book VI, Lester
 Music Appreciation Reader, Book VI, Kincailla
 The Spirit of America, Patri
 Jimmie and the Junior Safety Council, Bothe
 *Book of Art for Young People, Conway, Conway—Macmillan
 GRADE VII

I Literature and Fiction

Read any 6.

Hoosier School Boy, Eggleston
 Treasure Island, Stevenson
 Huckleberry Finn, Mark Twain
 Adventures of Tom Sawyer, Mark Twain
 The Man Without a Country, Hale
 Call of the Wild, London
 Rebecca of Sunnybrook Farm, Wiggin
 Betty Jane of the House of Smiles, Barrett
 Courtship of Miles Standish, Longfellow
 Enoch Arden, Tennyson
 Green Mountain Boys, Thompson
 An Old Fashioned Girl, Alcott
 Linnet on the Threshold, Raymond
 Boy Life on the Prairie, Garland
 Famous Girls of the White House, Sweetser
 Hidden Island, Rutherford
 Nights With Uncle Remus, Harris
 The Lady of the Lake, Scott
 King Arthur and His Knights, Tennyson
 Being a Boy, Werner
 The Old Curiosity Shop, Dickens
 Oliver Twist, Dickens
 Patsy's Brother, Campbell
 The Poetry Book, Grade VII, Huber, Bruner, Curry
 The Red Badge of Courage, Crane
 Tales from Shakespeare, Lamb
 Tales from the White Hills, Hawthorne
 Legend of Sleepy Hollow, Irving
 Mrs. Wiggs of the Cabbage Patch, Rice

Emmy Lou, Martin
 Daddy Longlegs, Webster
 Rip Van Winkle, Irving
 The Last of the Mohicans, Cooper
 Snowbound, Whittier
 Smoky, the Story of a Cow Pony, James
 Dan's Boy, Cobb
 Kidnapped, Stevenson
 Three Boy Scouts in Africa, Douglas, Martin, Oliver
 *In the Swiss Mountains, Spyri—Crowell
 Little Pilgrim to Penn's Woods, Albert—Longmans Green
 II History and Biography
 Read any 5.

Long Ago in Egypt, L. Lamprey
 Long Ago People, L. Lamprey
 Men of Iron, Pyle
 Our Nation's Heritage, Hallock, Frantz
 Our Ancestors in Europe, Hall
 Little People of Japan, Muller
 The Lone Scout of the Sky, West
 Making of An American, Riis

Men of Old Greece, Hall
 What the Old World Gave the New, Southworth
 Child's Book of American Biography, Stimpson
 Boy's Life of Theodore Roosevelt, Hagedorn
 In the Days of Queen Elizabeth, Tappan
 *Pioneer Heroes, McSpadden—Crowell
 *The Maid of Orleans, Smith—Crowell
 *Story—Lives of Master Musicians, Brower—Stokes
 Modern Pioneers, Cohen-Scarlett
 *Stories of the States, Sanchez—Thos. Y. Crowell Co.

III Geography and Travel

Read any 5.

The Swiss Twins, Perkins
 Stories of Our Mother Earth, Fairbanks
 Little Journey Series, France and Switzerland, George
 Hans and Hilda in Holland, Smith
 Geographical and Industrial Readers, Africa, Allen
 Geographical and Industrial Readers, Europe, Allen
 Geographical and Industrial Readers, Asia, Allen
 Europe and Asia, Barrows, Parker
 At School in the Promised Land, Antin

The Land of Evangeline, Thompson
 *From Trial to Railway Through the Appalachians, Brigham—Ginn

*China, Frank—Owen
 *The Japanese Empire, Frank—Owen
 *Mexico and Central America, Frank—Owen

IV Nature and Science

Read any 3.

Stories of Useful Inventions, Farmer
 The Training of Wild Animals, Bostick
 Elementary Study of Insects, Hase-man
 Science of Things About Us, Rush
 Boy's Own Book of Inventions, Darrow
 *Nature's Craftsmen, McFee—Crowell
 *How to Know the Wild Flowers, Dana—Scribner
 *Bird Neighbors, Blanchan—Double-day
 *Bird-Life, Chapman—Appleton
 Child's Book of Stars, Milton
 On the Fur Trail, Lange
 V Art, Music, Civics, Morals
 Read any 3.

The Young Citizens, Dole
 Stories Pictures Tell, Book VII, Carpenter
 Atlantic Readers, Book IV
 Great Pictures and Their Stories, Book VII, Lester
 Good Citizenship, Richman, Wallack

*The Boy's Own Book of Politics for Uncle Sam's Young Voters, Shepherd—Macmillan
 What Would You Have Done?, Jones
 Young People's Story of Music, Whitecomb
 *Young Masters of Music, Roberts—Thos. Y. Crowell Co.

GRADE VIII

I Literature and Fiction

Read any 6.

Black Arrow, Stevenson
 The Oregon Trail, Parkman
 The Talisman, Scott
 Ivanhoe, Scott
 Captains Courageous, Kipling
 Prince and Pauper, Mark Twain
 David Copperfield, Dickens
 Oliver Twist, Dickens
 The Three Musketeers, Dumas
 The Poetry Book, Huber, Bruner, Curry, Book VIII

Required Poems, Book IV
Stickéen, Muir
The Great Stone Face, Hawthorne
Tanglewood Tales, Hawthorne
The Call of the Wild, London
Two Years Before the Mast, Dana
Moby Dick, Melville
The Vision of Sir Launfal, Lowell
The Little Shepherd of Kingdom
Come, Fox
Lad, A Dog, Terhune
The Boy's Ben Hur, Wallace
The Deerslayer, Cooper
Anne of Green Gables, Montgomery
*Bambi, Salten—*Simon and Schuster*
*Opening the Iron Trail, Sabin—*Crowell*
*Penrod, Tarkington—*Doubleday*
*The Wolf Patrol, Finnemore—*Macmillan*
*Orpheus With His Lute, Hutchinson—*Longmans*
*Christmas Carol, Dickens—*Putnam*
*The Alhambra, Irving—*Macmillan*
*Gay-Neck; the Story of a Pigeon, Mukerji—*Dutton*
*Trade Wind, Meigs—*Little*
*Pearl Lagoon, Nordhoff—*Atlantic*
*With the Indians in the Rockies, Schultz—*Houghton*
*Rain on the Roof, Meigs—*Macmillan*
Mystery of the World's End, Berger
Romance of the Airmen, Humphreys and Hosey
Girls of Long Ago, Peters
Girls Who Become Famous, Bolton
Rusty Ruston, McNeely
Jacqueline of the Carrier Pigeons, Seaman
Men of Iron, Pyle
*Felita, Kahmann—*Doubleday Doran*
Young Fu of the Upper Yangtze, Lewis—*John C. Winston Co.*
A Book of Humorous Poems, Teter
Son of "Old Ironsides," Barrows

II History and Biography

Read any 5.
The Story of My Life, Helen Keller
Florence Nightingale, Richards
In the Days of Queen Elizabeth, Tappan

Boy's Life of Roosevelt, Hagedorn
The Dawn of American History, Nida

Boy's Life of Mark Twain, Paine
Ox-Team Days on Oregon Trail, Meeker

Boyhood of a Naturalist, Muir

Girls Who Became Famous, Bolton

*Allison Blair, Crownfield—*Dutton*

*The Gauntlet of Dunmore, Dunmore—*Macmillan*

**We," Lindbergh—*Grosset*

Heroes of the Farthest North and Farthest South, Maclean and Fraser

Builders of Empire, Darrow

*Heroes of Civilization, Cottler and Jaffe—*Little Brown*

The Beginnings of Our Nation, Lynskey—*Sauer*

George Washington, Thorsmark

III Geography and Travel

Read any 5.

Geographical and Industrial Readers, South America, Allen

Geographical and Industrial Readers, United States, Allen

Geographical and Industrial Readers, North America, Allen

Little Journey Series, Hawaii and the Philippines, George

Little Journey Series, Mexico and Central America, George

Panama and Its Bridge of Water, Nida

*A Boy's Eye-View of the Arctic, Rawson—*Macmillan*

*David Goes to Greenland, Putnam—*Putnam*

*The Life of Robert E. Lee, for Boys and Girls, Hamilton, Hamilton—*Houghton*
Sky Travel, Romer and Romer

IV Nature and Science

Read any 5.
Boyhood of a Naturalist, Muir

Open Door to Science, Caldwell, Meier

Stories of Useful Inventions, Forman

The Training of Wild Animals, Bostick

*Little Tales of Common Things, McFee—*Crowell*

*Everyday Mysteries; Secrets of Science in the Homes, Abbott—*Macmillan*

*Model Airplanes, Allen—*Stokes*

V Art, Music, Civics, Morals

Read any 3.

A Dutch Boy Fifty Years After, Bok

Stories Pictures Tell, Book VI, VII or VIII, Carpenter

Atlantic Reader, Book V

Pilgrims Progress, Bunyan

Picture Studies from Great Artists, Williams

Old Testament Narratives, Baldwin

Great Pictures and Their Stories, Book VIII and IX, Lester

The Making of an American, Riis

Boy Scouts of America, Official Handbook for Boys

The Other Wise Man, Van Dyke

Classic Myths in English Literature and Art, Gayley

The Ten Dreams of Zach Peters, Hagedorn

The Pathfinder, Evans

*Promise Land, Antin—*Houghton*

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Southern Education and Race Relations

A Report of a Conference on Education and Race Relation, by O. Myking Mehus,
Department of Social Science, Northwest Missouri State Teachers College,
Maryville, Missouri.

THE SECOND ANNUAL conference on Education and Race Relation was held at Peabody College, Nashville, Tennessee, July 21-23, 1932, and it was my privilege and pleasure to be able to attend this meeting. It was especially gratifying to see that intelligent and scientifically-minded Southern educators have practically the same outlook on the race question as do those who have been trained in scientific sociology in our Northern colleges and universities.

The conference was attended by over sixty Southern educators from sixty Southern colleges and universities from thirteen Southern states. The meeting was made possible by a grant of money from the Carnegie Corporation of New York City. The sponsoring committee for the conference consisted of the following Southern educators: President Bruce R. Payne, Peabody College, Nashville, Tennessee; Frank Graham, President University of North Carolina; Willis A. Sutton, Superintendent of Atlanta Public Schools and former President of the National Education Association; R. E. Blackwell, President of Randolph-Macon College for Men; Robert H. Wright, President of Eastern Carolina Teachers College; James H. Hope, Superintendent of Schools, South Carolina; R. E. L. Sutherland, President of Mississippi State College for Women; H. L. McAlister, President of Arkansas State Teachers College; Aquila Chamblee, President of Bessie Tift College; Margaret M. Edwards, Alabama State College for Women; S. A. Kruse, Southeast Missouri State Teachers College, Cape Girardeau; Fred C. Frey, Louisiana State University; J. T. Doris, Eastern Kentucky State Teachers College; and Edwin L. Clarke, Rollins College, Winter Park, Florida.

The purpose of the conference was to gather together men and women from the Southern educational institutions to consider the problem of race relations as this problem is found in the South and to discuss the opportunity and obligation of Southern educational institutions to make constructive contributions to the solution of this question. A seriousness was manifested in all the deliberations which showed that those who were present realized the importance of the problem.

J. E. Clark of the State Teachers College of Huntsville, Texas, was elected chairman of the conference. President Payne of Peabody College gave the address of welcome. He said, "We Southerners have had a superiority complex in regard to how Negroes should be treated. We think we know all about it, but we have not done anything about this problem that is really constructive. We must cease to patronize Negroes. Instead we must use patience and try to reason with them. Continued irritation can lead to serious disturbances, as lynching."

He pointed out that there had been only one lynching in the past fifty years in Nashville, Tennessee. This was a brutal affair where a Negro was taken from a hospital and lynched. The decent people of Nashville raised a large sum of money to prosecute the offenders, President Payne said.

The opening address of the conference was given by R. B. Eleazer, Executive Secretary

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of Commission on Interracial Cooperation of Atlanta, Georgia. Mr. Eleazer is a modest and unassuming man, but tremendously effective in bringing about better race relations in the South. The success of the conference was due to his efforts and good judgment.

J. E. Caruth of South Georgia Teachers College pointed out that most of the students come to his school with an unwholesome attitude towards Negroes. This attitude was changed by extra-curricular activities and regular class work. Negro students visited the college and gave programs. Essays were written in the English department, and in the sociology and educational psychology classes.

"The Effects of a Course in Race Relations Upon the Attitudes of Students" was discussed by E. J. Trueblood of Furman College, Greenville, South Carolina. Mr. Trueblood is from the "deep South" where the students are steeped in anti-Negro prejudice. Before beginning the course in Race Relations he gave his students an objective test in their attitude towards the Negroes. The same test was given at the end of the course with the understanding that the answers given had nothing at all to do with the student's grade. He found that after a term's study of the Negro the students had changed many of their pre-conceived notions. They had begun to realize that a Negro is a human being and is entitled to treatment as such; that Negroes have ability and intelligence; that they have rights that should be respected; that they are American citizens and as such ought to be allowed to vote; that they are entitled to justice under our laws; and that the Negro problem can be solved through intelligent cooperative bi-racial development along all lines. Over one-half of the students were open minded enough to allow the facts in the case to influence their attitudes. The conclusion of Mr. Trueblood is that the course is teachable and very much worthwhile. At the present time nearly fifty Southern colleges give similar courses and in about 100 Southern colleges a study of the race question is given some treatment in classes in Sociology, History, English and other subjects.

The discussion of this address brought out the fact that many students have the idea that all Negroes steal. One of the delegates pointed out that the White man can't say much about this as he stole America from the Indians in the first place; and that where Negroes have stolen pennies the Whites have stolen thousands of dollars. Another professor present said that his experience has led him to believe that the average Southern college professor is just as prejudiced on the race question as are the college students.

A graduate student of Peabody College gave a resumé of a research study that he had made on "Text Books in the Public Schools in the South." His conclusion is that these texts teach that Negroes are inferior to Whites, and that they have been a disturbing element in the South. The texts overlook all contributions the Negro has made.

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Address

Superintendent Sutton of the Atlanta Public Schools gave an address on the Economic Status of the Negro. He asserted that if he could raise the average education of the Negro in Georgia from a fourth grade education to a seventh grade education he could double the business of Georgia. He said that as the culture of a people is raised their demands for the manufactured products are increased; that it is the folk with intelligence and culture who are buying fancy groceries, expensive clothing, and the things that we class as luxuries. He pointed out that in North Carolina only one-tenth of one per cent of those who have less than a fifth grade education buy any life insurance. Although Atlanta, Georgia, and Indianapolis, Indiana, have practically the same population, there are one-third more telephones in Indianapolis because of their higher culture level. This means more business all round.

Dr. Ullin W. Leavell of Peabody College discussed what is being done in that institution in the study of race relations. He said that outside speakers are brought to various classes to discuss this problem and that two professors give their full time to it. During the past few years three Doctor of Philosophy theses, 40 Master of Arts theses, and fifty articles have been written at Peabody College on the race question.

President H. L. McAlister of the State Normal School at Conway, Arkansas, discussed how the race relation question had been presented throughout his whole school during the past year. A special course had been given in the Sociology Department, and in addition to this it had been discussed in all the classes in the Training School and in other classes in the college. Negro poetry was studied in the English classes, Negro spirituals in the music department, and Negro art in the Art Department. In the English composition classes a large number of compositions were written on various phases of the race question. Extension classes were given for Negro teachers. These classes were taught by members of the regular college faculty and some county superintendents. A class in Race Relations was taught in one of the Sunday Schools by the Head of the College Social Science Department.

Dr. Edwin L. Clarke of Rollins College, Florida, told about a book he is preparing on Race Relations for use in colleges, high schools, and discussion groups. This book will treat the subject from a scientific and objective point of view. Dr. Clarke declared that the average Negro has plenty of mental capacity to assimilate our American civilization in full.

President R. R. Moton of Tuskegee Institute gave an address Friday evening to the conference and members of the student body of Peabody College. He declared emphatically that Negroes are not asking for intermarriage with Whites. He said they are absolutely opposed to it. He said that 3000 questionnaires were sent out to students and former students of Hampton Institute and out of 2300 replies

only three were in favor of inter-race marriage.

Dr. Moton declared that the North and South have not given Negro women proper respect and this has had a bad effect upon the attitude of Negro men toward colored women. He said that colored women should be given the respect that is due womanhood.

"Negroes don't like to be called 'Nigger' or 'Darky' either," Dr. Moton continued. "Call us 'Negroes' or 'Colored' and spell 'Negro' with a capital 'N,' he continued. "Negroes object to segregation because it implies degradation. The Negro section in a city is not kept as clean as other sections because Negroes don't have the votes and influence and money. If the authorities would give Negroes as good places as whites they would not object to segregation," Dr. Moton added.

Mrs. Jessie Daniel Ames, Director of the Women's Work in Race Relations, of the inter-racial Commission of Atlanta, discussed the educational inequalities of the Negroes in the South at the closing session on Saturday morning. In this connection I want to give some figures from a pamphlet that was distributed at the conference. This gave the average cost per child attending school in ten Southern states as follows:

Alabama—White, \$47.57	and Negro, \$13.49
Arkansas—White, \$35.98	Negro, \$15.76
Florida—White, \$78.25	Negro, \$10.57
Georgia—White, \$42.64	Negro, \$10.26
Louisiana—White, \$64.26	Negro, \$14.96
Mississippi—White, \$31.33	Negro, \$5.94
North Carolina—White, \$50.26	Negro, \$22.33
South Carolina—White, \$65.62	Negro, \$11.07
Texas—White, \$46.71	Negro, \$39.66
Virginia—White, \$47.46	Negro, \$13.30

For the states of Florida, Mississippi, Texas and Virginia the above statistics are for the average expenditure per child of school age rather than per child actually attending school.

In the State of Georgia the state per capita appropriation, based on number of children of school age, is \$5.11. However, fifty-seven counties and cities report expenditures for Negro children less than the per capita appropriation received for their education. In Randolph County \$18,511.77 was received from the state on basis of Negro school census that was not spent on Negro schools. In this county the cost per child in average daily attendance was \$66.16 for the White children and only \$1.35 for Negro children. The average salary for White teachers was \$685.02 while for Negro teachers it was only \$175.82.

In Louisiana the minimum salary is \$800 for White teachers and \$300 for Negro teachers. The schools are in session nine months for White children and six months for Negro children.

A report of a typical county where Negro population is most numerous in the state of Mississippi shows the following facts: In Bolivar County, which is typical of the Delta Area where Negroes are most numerous, 41 per cent of educable children are in school and 26 per cent are in average daily attendance. The school term is four months and

the median teacher's salary is \$33 per month. The rural schools visited had church benches mainly for seats. The children were crowded together with no place to put books or tablets. Most of the rural schools had scarcely any blackboard. Sometimes it was merely a black oilcloth stretched on the wall. Erasers were usually rags. None of the rural schools had any library books. The grounds in the rural schools were usually a bare place in a cotton field with no shrubs nor trees.

The facts for Virginia show that there is a quantitative discrimination of nine to one for the two races in budget for state supported higher institutions along with a qualitative discrimination that closes the door of opportunity for study in certain fields to Negroes in state-supported institutions. And yet Negroes constitute 27.2% of the total population of the state, almost one-third. Despite this fact and despite the fact that they are taxed equally and even relatively heavier, they have only one state supported institution of higher learning to nine for whites. White colleges get 18 times the amount set aside for the one colored state college. Where capital outlays are concerned, White citizens receive ten times as much as colored citizens.

In view of the discriminations mentioned in the above paragraphs it is not surprising to find that there is a much higher illiteracy rate for the Negroes than for the Whites in the Southern states. The percentages are as follows: Alabama, White 4.8; Negro 26.2. Arkansas, White 3.5; Negro 16.1. Florida, 2.1 and 18.8; Georgia, 3.3 and 19.9; Louisiana, 7.7 and 25.3; Mississippi, 2.8 and 23.2; North Carolina, 5.6 and 20.6; South Carolina, 5.1 and 26.9; Tennessee, 5.4 and 14.9; Texas, 1.6 and 13.4; Virginia, 4.9 and 19.2.

Dr. Nolen M. Irby, Inspector of the Negro Schools for the State Department of Educa-

tion in Arkansas, gave an address before the conference in which he pleaded for equal educational opportunities for both races. He said that as far as Arkansas is concerned this state is able financially to give the Negro children as good an education as is given the White children, although at the present time this is not being done. In one county in Arkansas the Negro schools are dependent upon the Negro property for their support and in many counties the state aid for Negro schools is spent for White schools.

The committee on Findings and Recommendations recommended to the conference that a course in Race Relations be taught in every Southern college during the coming year and that a definite study of Race Relations be made in various departments in addition to having a specific course given in the Sociology Department. It was also recommended that a meeting be held in each of the Southern states to discuss with the college presidents the teaching of Race Relations in their institutions.

The following statement by a Southern leader expresses my sentiments: "The Negro is not a menace to America. He has proved himself worthy of confidence. He has been and may continue to be a blessing. In the years to come he needs the help of those who have voices of influence. He needs only that we remove unnecessary barriers out of his way, and give him a chance to demonstrate that under God he is a man and can play a man's part."

Those who desire a complete report of the conference or additional information on the question of Race Relations may secure it by writing to the Commission on Interracial Cooperation, 703 Standard Building, Atlanta, Georgia.

ITEMS OF INTEREST

MISSOURI CITIZEN LEADER IN ANTI-TOBACCO CAMPAIGN

B. F. Wampler of Carthage, Missouri, was called to Los Angeles recently to speak to the Anti-Tobacco Congress on the subject of "Segregating Tobacco." Mr. Wampler believes that the sale and use of the filthy weed would be diminished by taking its sale away from restaurants, hotels, drinking fountains, etc., and allowing its sale in only tobacco stores allowed to sell nothing but tobacco and its accessories. A bill providing for such regulation has been introduced, at Mr. Wampler's request, in each session of Missouri's Legislature since 1921. The plan was endorsed by the Anti-Tobacco Congress and recommended for every state.

SUPREME COURT RENDERS IMPORTANT DECISION ON TRUANCY OFFICERS

Attorney E. W. Allison of Rolla has received information from the Clerk of the Missouri Supreme Court at Jefferson City to the effect that the "Bowman vs. Phelps County" case is reversed with instructions."

The case in question was begun in Circuit Court here by the Phelps County Truant Officer, Judge S. R. Bowman, in November, 1929, against the Phelps County Court, to recover payment for services rendered as truant officer in the school district of St. James. The County Court had, for a period of about eight months, taken the position that they would

pay for no further services rendered by the county truant officer in the school districts of St. James and Rolla. The board of education of the School District of Rolla appeared before the County Court in full as a body, and contended that the position of the court was unjustifiable in the light of any possible construction of the Missouri law, which they cited to the court as follows: ". . . if any board of education in any school district . . . does not appoint a school attendance officer, the county school attendance officer shall act in such district."

The school boards of Rolla and St. James also directed their superintendents to appear together before the County Court and implore them to reconsider their position, but to no avail. The next step was a test suit begun by S. R. Bowman to recover for services rendered as attendance officer, in which suit he was supported by the board of education of the school districts of Rolla and St. James. The Circuit Court decided the case against S. R. Bowman on the grounds that the county was not liable for payment of the attendance officer for services rendered to city school districts. The case was appealed to the Springfield Court of Appeals and by that Court certified to the Missouri Supreme Court which reversed the decision of the Circuit Court, thereby holding that the county truant officer is authorized by law to serve in city districts in which no district attendance officer has been employed by the local board to serve.

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"The Trustees of the Foundation," according to a statement by the Director, Raymond T. Rich, "are convinced that it is imperative for American public opinion to be intelligently informed regarding international affairs in order that there may be that constructive international cooperation which alone can extricate the United States and the world from the present crisis. But the public cannot be accurately informed unless it possesses reliable facts. Many such facts are presented in the World Peace Foundation publications, and we therefore consider it a public duty during the present national crisis to let no avoidable financial consideration isolate these books from the libraries, educators, writers, speakers and individual citizens who might be using them in their daily work."

If the Foundation's financial resources were not so narrowly limited, the books, according to Mr. Rich, might have been placed on a basis of gratuitous distribution. That course, however, was rejected because of the speed with which it would probably have exhausted the foundation's funds. The establishment of a very low standard price was then considered. This was also rejected, however, on the ground that no uniform price, whatever its level, can be truly equitable both for libraries with vast resources, and for libraries with very inadequate appropriations. For Harvard, or Yale, or Princeton, \$2.50 may be much less of a burden than fifteen cents postage for a rural college where there may be no less eagerness for information.

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The following statement is made by the United States Civil Service Commission:

The Commission warns the public against paying money for "coaching" courses in preparation for Federal civil service examinations.

Schools which sell such courses under present conditions accept money under false pretenses. A purveyor of civil service courses is now under indictment in Iowa for false representation. It is expected that other such cases of prosecution will follow.

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NATIONAL CHILD PSYCHOLOGY SOCIETY LAUNCHED

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